

# TABLE OF CONTENTS

References to contents of previous issues will be  
found in the *Education Index*

## October 1940

	PAGE
EDITORIAL .....	63
<i>Walter Crosby Eells</i>	
HEALTH PROGRAMS IN CALIFORNIA JUNIOR COLLEGES .....	65
<i>Charles E. Shepard</i>	
OPINIONS OF JUNIOR COLLEGE GRADUATES .....	72
<i>J. Thomas Askew</i>	
SOCIAL TECHNIQUES AT MORRIS JUNIOR COLLEGE .....	75
<i>Ruth B. Stern</i>	
TECHNIQUES IN TEACHING THE HUMANITIES .....	76
<i>Dorothy Weil</i>	
PUBLIC RELATIONS ACTIVITIES IN JUNIOR COLLEGE .....	82
<i>Gordon M. French</i>	
SHOULD JUNIOR COLLEGE STUDENTS FLUNK? .....	84
<i>Martin Graebner</i>	
PHILOSOPHY AND THE JUNIOR COLLEGE .....	86
<i>Frederic S. Simoni</i>	
THE ACCOUNTING COURSE IN THE JUNIOR COLLEGE .....	90
<i>James T. Johnson and George Thomas Walker</i>	
REPORTS AND DISCUSSION .....	93
University Professors—Twenty Conferences—Teachers of English—Washington Conference—New England Confer- ence—Connecticut Conference—William Woods Anniver- sary—NYA Cooperation—For Better Instructors—Alpha Mu Gamma—Beta Phi Gamma Officers—Mathematics Clubs—Southern Association—Preparedness Suggestion	
JUNIOR COLLEGE WORLD .....	103
FROM THE SECRETARY'S DESK .....	112
Annual Meeting—Terminal Study—Group Subscriptions —University Professors—Terminal Bibliography	
JUDGING THE NEW BOOKS .....	114
BIBLIOGRAPHY ON JUNIOR COLLEGES .....	117

# THE JUNIOR COLLEGE JOURNAL

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## Secondary or Higher Education?

[EDITORIAL]

Three general levels of American education are commonly recognized—elementary, secondary, and higher. Concerning the definitions of these terms, however, and the exact boundaries between the levels represented by them, educators are by no means agreed. In particular, considerable variation is found, both in theory and in practice, concerning the place of the junior college in this classification. Should the junior college be classified in the field of secondary education or in the field of higher education?

In a restricted sense secondary education has often been used as limited to the four-year high school period. In recent years, however, the tendency has been to extend the secondary field both upward and downward to cover a period of eight years instead of four—downward to include the junior high school period and upward to include the junior college period. A common administrative division, on this basis, is to include the seventh, eighth, and ninth grades, the "lower secondary" years, in the junior high school; the tenth, eleventh, and twelfth grades, the "middle secondary" years, in the senior high school; and the thirteenth and fourteenth grades, the "upper secondary" years in the junior college. Another basis of administrative division has been widely advocated and

has been adopted in a few public school systems, the so-called six-four-four plan. In this plan the lower four years of the extended secondary period are included in one unit, sometimes called the high school; and the upper four years in another unit, called the junior college.

For almost a century, many university presidents and other educational leaders have expressed the conviction that the freshman and sophomore work of the American university is essentially secondary in nature and, therefore, does not properly belong in the university organization. In its broader sense secondary education has been taken to mean all general education beyond the level of the elementary school but preliminary to university specialization and professional study. In this sense there can be no objection to designating the ordinary freshman and sophomore college years as secondary. They may be taken as marking the completion of broad cultural education as a foundation for later university specialization.

Unfortunately, however, the term secondary is not thus commonly used in American educational practice. The term is usually thought of as synonymous with high school. Whatever may be the desirable or ultimate designation of secondary education as a matter of logical theory, if "secondary" and

"higher" education are used as they commonly are used to designate different administrative levels of education, it is necessary to fix a division line between them.

The term "higher education" is not the happiest one, since it is purely relative. It must be defined in terms of some other unit or units which are "lower." The term does not necessarily mean university education. Even secondary education is higher than elementary education. The term, however, is in common use throughout the country.

The time may come when freshman and sophomore work in all colleges and universities of the country will be eliminated entirely and organized in separate two-year junior colleges or coordinated more closely with the present high schools through administrative amalgamation with the later one or two years of the high school. While this segregation of the lower two years of the university has been advocated for a century it has actually been achieved as yet in only a single American college. It is safe to say that it will not become the prevailing practice for many years, if ever. Until such a complete transformation occurs, if colleges and universities are to be classified as higher educational institutions, as a practical matter it will be necessary to use the term "higher education" to include freshman and sophomore years as well as junior, senior, and graduate years. If this is the case, then for the sake of comparable reports, statistics, and general administration it is only logical to include in the realm of what is commonly known as "higher education" work of exactly the same freshman and sophomore level (based upon graduation from the common four-year or senior high school) whether taken in the independently organized junior college, or in the sepa-

ately organized lower division of the university, or in the unsegregated two years of the complete four-year course in a college, university, or teachers college. Higher education, then, according to present common usage means formal education in advance of the high school and includes the work of colleges, universities, professional schools, junior colleges, and technical institutes.

While the extension of the meaning of secondary education to include the lower division college years is perfectly logical in terms of content and method, it is bound to lead only to confusion as the designation of an administrative division as long as any attempt is made to use the terms secondary and higher to indicate levels of education. The junior college is lower—lower than the scholarly specialization and independence of the university. It is also higher—higher than the adolescent restrictions of the high school. In some respects it is a transitional institution between the two levels. In other respects it occupies a distinct position of its own as it spreads out laterally to include new areas at freshman and sophomore levels, particularly in the semiprofessional fields, rather than extending vertically to include either high school or university levels.

WALTER CROSBY EELLS

The kind of junior college which seems to me called for today is one whose purposes are dominantly the vocational training of young people beyond the present high school years. No uniform pattern should be fixed for the junior college. There should be many types and much flexibility.—FRED J. KELLY, *U. S. Office of Education*.

## Health Programs in California Junior Colleges

CHARLES E. SHEPARD \*

Among the courses offered to freshmen in one of our first junior colleges was one entitled "Combe on Health and Mental Education."<sup>1</sup> Apparently, the faculties of junior colleges early recognized the value of giving their students instruction in matters of health. The value of medical supervision of students in colleges likewise has been recognized for many years. Modern educational emphasis upon the individual and his total welfare is giving much impetus to the development of school and college programs for health instruction and supervision. The growth of these programs in the schools differs somewhat from that in the colleges. It has seemed desirable to explore the health programs of California junior colleges, since the students in these colleges usually need a health program adapted to the four-year college and tend to receive health instruction and medical supervision applicable to secondary schools.

The majority of four-year colleges and universities in the United States are providing medical supervision and health instruction for their students. A recent study for the American Youth Commission<sup>2</sup> revealed that 550 of these institutions (of the 640 listed in the directory of the American Council on Education)

have some plan for student health service, and that 424 are giving courses in hygiene. The extent of these programs was found to vary considerably in different types of institutions but more than 300 of them have well established and complete plans for health service and instruction.

The extent of health supervision and instruction in elementary and secondary schools has never been determined. Rogers has said that probably not more than 10 per cent of high schools and 20 per cent of elementary schools in the United States have health programs worthy of the name. We know that excellent programs are now in operation in many schools but there are many where little or no attention is being given to matters of health. Certainly the value of health work has not been recognized as fully in the lower schools as in the four-year colleges.

We have very meager information concerning the extent of health programs in the nation's junior colleges. In general, the privately controlled colleges tend to follow the pattern of four-year institutions with relatively complete health service and with some health instruction. The publicly controlled junior colleges tend to follow the pattern of health work conducted in the local secondary schools to which they are often closely related administratively. In these institutions health supervision is usually an extension of the service available in the high school, and health instruction is carried by the physical education department. Thus

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<sup>1</sup>T. H. Wilson, "The First Four-Year Junior College," *Junior College Journal* 9:354 (April, 1939).

<sup>2</sup>H. S. Diehl and C. E. Shepard, *Health of College Students* (American Council on Education, Washington, D. C. 1939).

we find the most complete programs in those communities where physicians and nurses employed in the public schools are responsible also for health service to junior college students and where physical education covers the health instructional program.

The extent of hygiene instruction in California junior colleges has been studied recently by Amori.<sup>1</sup> He found that most of these colleges were offering courses in hygiene but that few gave more than a single course of small unitage. Considerable confusion was found to exist in materials and methods, the place of the course in the curriculum, and administrative responsibility for the teaching program. In more than one-half of the colleges reporting, he found that courses in hygiene were being given by physical education instructors. In others, the courses were being carried by faculty members whose major interests were in other areas.

#### METHOD OF STUDY

The faculty of the School of Hygiene and Physical Education of Stanford University has been interested in matters of organization and operation of junior college health programs. Since a number of graduates from the School have gone into this work, it has seemed desirable to learn something of their practical problems in order to provide more pertinent and practical training of others planning to enter this field. It would have been difficult to accomplish this except by field visits. We have therefore welcomed the opportunity presented by the General Education Board to carry out a limited number of visits to these colleges.

<sup>1</sup>J. A. Amori, "Present Status of Hygiene Instruction in California Junior Colleges," Proceedings American Student Health Association, Pacific Coast Section, 1939, and California State Department of Education.

In planning the study an effort was made to select for visits those colleges that differed in their plans of organization, enrollment, and teaching objectives. It was hoped that the small group studied might give a representative picture of the problems affecting most of the state's junior colleges. Visits were completely informal but information was gathered according to a guide form which included specific questions in the following areas: census of faculty and students; organization, general objective of instruction, sources and amount of budget, physical plant, activities and instruction in physical education, examination of participants in athletics, care of athletes' injuries, corrective program; health service staff, frequency, nature and items of health examinations and follow-up procedures, health records, facilities for first aid and medical advice, medical treatment; mental hygiene counselling, use of health service as an educational instrument; methods of controlling communicable disease, immunization programs, sanitary inspections such as of toilets, showers, swimming pools, classroom lighting, heating and ventilation, cafeteria and food handlers; number and extent of hygiene courses, number and preparation of hygiene teachers, materials and methods in teaching hygiene, syllabi, texts, tests, visual aids, place of hygiene teaching in the college curriculum, etc.

The following general procedures were followed:

1. Interviews with administrators to learn of their interest in the health program, their plans for its development and their comments on organization and administration of health service and instruction.
2. Interviews with faculty members responsible for different aspects of the health program to learn their particular interests, emphases, methods, desires for development, criticisms and suggestions, and their preparation for carrying health activities.

3. An intimate review of the various divisions of the health program, which were considered to include: health service, health instruction, hygiene of the college environment (campus public health, etc.) and physical education.

4. A final determination of integration of these various divisions and the extent to which they were functioning as a single unit to meet the health problems of individual students.

The examiner placed major emphasis on the exploration of problems relating to health service and health instruction. He visited 12 junior colleges, discussed health problems with 73 faculty members and others connected with the health programs. Interviews were held with college administrators, physicians, nurses, instructors of hygiene and physical education, members of boards and community health officers.

#### ORGANIZATION AND ADMINISTRATION

Most of the California junior colleges are under administrative control of a district board, which is frequently combined with a secondary school board. The administrative head (president, dean, or principal) is usually responsible directly to the local superintendent of schools. Faculty members often have teaching obligations in both the high school and college.

The physical structure of most of these colleges is unusually impressive. Most of the buildings are new, and several colleges have buildings under construction. Some are still departments within a high school. On the whole, classrooms are well lighted and ventilated and have good seating arrangements. Facilities for modern visual aids in teaching are usually available but materials for hygiene are meager. Teaching and library equipment is excellent but there is little reference material in the area of hygiene. Toilet, handwashing, and locker facilities are generally far from adequate for

the number of students in attendance.<sup>4</sup> This is an important need since enrollment is largely composed of day students. Most of the gymnasias are modern and well equipped but it is surprising that so few have been constructed according to modern plans for ventilation, sanitation, and sound suppression.<sup>5</sup> Very few of the colleges have made arrangements for special offices for the nurse and physician and for medical records.<sup>6</sup> Where these exist, they are usually part of the gymnasium rather than part of the administrative unit. There is little physical relationship between health service and guidance or personnel service and there is little physical connection between health supervision and health instruction.

Most of the administrators interviewed expressed sincere interest in the health program and felt the need for better integration of the various activities.<sup>7</sup> They were usually satisfied with physical education, were anxious to expand student health supervision, but were less interested in the expansion of hygiene instruction. Most pertinent needs in physical education as seen by them were: better supervision of group games, particularly mixed games for men and women, more individual attention to students needing specially adapted activity programs, and better supervision of extracurricular physical activities. They regretted the fact that

<sup>4</sup>For recommendations see "Equipment and Facilities Needed by Institutions Training Teachers in Health and Physical Education." Report of Subcommittee A-6 on Standards for Facilities and Equipment. *Research Quarterly* 6:123 (Oct. 1935).

<sup>5</sup>*Ibid.*

<sup>6</sup>*Ibid.*

<sup>7</sup>"Advantages and Disadvantages of Placing Health Service Physical Education and Athletics in One Administrative Unit." H. S. Diehl, *Proceedings American Student Health Association*. (1931) p. 140.

activity classes were too large to give satisfactory individual instruction in physical education and felt that facilities for rest and modified activities were insufficient.

While most administrators endorsed the physical education program, relatively few were impressed with the need for hygiene instruction beyond a short series of lectures in personal hygiene. Only one superintendent stressed the importance of education for community health.\* Many mentioned the difficulty of securing teachers specifically qualified to teach health subjects, and most felt that such a teacher should be equipped to teach subjects other than hygiene. There was considerable difference of opinion as to where hygiene should be placed in the curriculum, whether as part of the physical education program, as an adjunct to life sciences, or as a separate teaching unit.

Administrators seemed particularly interested in extending student health service. They remarked that the physical examination program lost effectiveness because of failure in follow-up care of defects and medical guidance, and that provision should be made for the medical care of students beyond first aid. Their plans for the expansion of this service were being obstructed largely because boards of education lacked interest, because specially trained physicians were not available to direct the program, because the community medical profession opposed the plan, or because it was not possible legally to set aside or assess special funds for this purpose. Only one junior college visited had an infirmary. This was a privately controlled institution where almost all the students lived within the college.

\* Sally Lucas Jean, "Preparing Future Citizens to Support Public Health Measures." *Education* (May 1937) p. 1.

Most students attending these colleges were living at home and one might assume that they received medical care from family physicians. In one of the larger colleges, however, much concern was expressed over the fact that 40 per cent of the student body was living away from home and these students were at some loss to know whom to call in event of illness. Many were self-supporting and could not afford to pay the costs of private medical service and were not eligible for care in the county hospital because they were not county residents. Responsibility for the medical care of such students is a serious administrative problem.

#### MEDICAL SUPERVISION

Medical supervision of students in the majority of colleges visited consisted of required physical examinations for new students, a more or less complete follow-up service leading toward the correction or care of defects, the physical inspection of candidates for athletic competition (required by law), and varying facilities for first aid. Facilities for medical counselling and for medical care to a limited extent were available in two colleges. Two others had no program of medical supervision whatsoever. In general, health service was carried largely by full-time college nurses and by part-time community physicians. Two colleges had the services of full-time school physicians employed by the board of education, whose services were divided between the college and the lower school system. In three of the colleges nursing services were supplied by the municipal health department.\*

The extent of the physical examination given to students varied consider-

\* W. E. Forsythe, "Student Health Work, Clinical Medical Service for College Students," *Journal of Higher Education* 6:314 (1935).

ably. In most instances it was rather cursory, as illustrated by one college nurse who remarked that "one of the town doctors examined 40 to 50 students per hour." Records of these examinations were made in all but two institutions and were usually filed in the physical education department. In only two instances were interpretations of the findings made by the doctor to the instructor.

Facilities for first aid were found in all colleges. This work was usually under the direction of the physical education department, except in four colleges where full-time nurses were employed and in two others where physicians were on call. Only one college had a student infirmary providing care for mild illness and minor injury. In four of the institutions there were facilities for medical counselling, i.e., office hours during which the physician and nurse were present to discuss individual health problems with students.

Most of the colleges provided some plan for the exclusion and readmission of students with communicable disease. This was frequently under direction of the local health department. Immunization programs were rare, only one college requiring and conducting a program of vaccination against smallpox.

School and college physicians commented very favorably upon the cooperation of the administration in the health service program. All felt that the opportunities for development of this program had not been fulfilled, usually because of lack of funds, too great a spread in their responsibilities, or because the community medical profession failed to support the program."

<sup>20</sup>H. S. Diehl, "Relationship of Student Health Service to Physicians of the State," *Journal Lancet* 44:445 (1924).

None was satisfied with present plans leading to the correction of defects found at the time of physical examination. All favored an extension of health service beyond first aid care of illnesses and injuries. One physician decried the fact that many students had failed to make progress in college because physical defects had not been attended promptly or because of disabilities incurred by delay in seeking medical care.

Full-time college nurses expressed a need for closer medical supervision of individual student health problems. There was a general desire for closer relationship with local medical practice and with local public health departments. Some nurses were carrying almost the entire health service program, while others were called upon to teach courses in hygiene without adequate educational background. Very close cooperation was found to exist between the college nurse and the physical education department.

#### HEALTH INSTRUCTION

All colleges visited were offering one or more courses in hygiene. In the majority of instances these courses were being given in the physical education department. In two colleges all hygiene instruction was being carried by faculty members specially trained in this area. The courses were not compulsory except for pre-nursing and physical education students and averaged two semester units. Content of the courses varied considerably but greatest emphasis was upon personal rather than community health. Most of the teaching was done from syllabi because appropriate textbooks and reference material were lacking.

There was considerable difference of opinion on the part of physical education instructors concerning their respon-

sibility for teaching hygiene. Almost one-half of these instructors expressed the opinion that physical education and recreation should be separated from the hygiene instruction program in the junior college and that hygiene should be taught by someone specially trained in this subject. Many of the younger instructors were much interested in the classroom teaching of hygiene and felt that hygiene and physical education were natural components of the health education program and should be taught in a common department known as the department of hygiene and physical education."

#### COMMENT

On the basis of this field study one would not be justified in drawing even broad conclusions concerning the status of health programs in California junior colleges. Programs differ greatly with the organization of the whole college program, with the interests of the boards and administrators, with the resources available to build the program, with the varying needs of individual students and with the interest of the community professional groups. The number of colleges visited in this study was not large enough to warrant the assumption that their programs were representative.

It has been gratifying indeed to note the interest of junior college administrators in the development of the college health program. College physicians, nurses, hygiene and physical education and other instructors are carrying on fine programs with an earnest desire to reach greater perfection in their particular parts of this broad program. Junior colleges have exceptional opportunities for the consideration of health matters

as part of the curriculum in general education.

Notwithstanding the interest in health programs and the progress being made in this area, it must be said that many of these colleges have serious problems which are retarding the development of their health programs. The following immediate and common problems were revealed in this field study:

1. There is a need for closer integration of the various activities included in the health program. Too frequently, the college nurse and physician, the hygiene instructor and physical education instructor are working separately with little knowledge of what the other is contributing to student health. This common purpose, namely, the maintenance and improvement of student health, could be more completely fulfilled by increased administrative effort to bring members of these various departments together in the common cause for which they are mutually working.

2. There is need for a closer working relationship between members of the student counselling service and faculty members interested in student health. Problems of health are also problems of guidance; problems of guidance may be based upon deviations from health. There should be greater administrative effort toward bringing together these two student welfare services. This plan could be facilitated if the health offices and counselling offices were considered as parts of the administrative unit of the college.

3. In the physical education area there is need for more individual attention to students needing specially adapted activities. Oftentimes the student who needs physical training most fails to receive the instruction he deserves either because the medical service fails to bring

"H. S. Diehl and C. E. Shepard, *op cit.* pp. 70-71.

his problem to the attention of the physical education department or because his physical education instructor is required by emphasis on competitive athletics to devote most time to team competition among the physically superior."<sup>13</sup>

4. There is need for the development of student health service according to the standards adopted by the four-year colleges. In most of the junior colleges visited, health service has been an extension of medical inspection appropriate to children in elementary and secondary schools. Health problems of the college age period differ considerably from those of younger children. Physical defects, illnesses and injuries are not comparable, disability of the student in college is more costly to him and to the state investing in his education, and special provision should be made to prevent such catastrophes. It is possible, furthermore, at the junior college level to use health examination and medical counselling as valuable educational instruments. The need for health service is more urgent and the returns are more profitable in the college than in the lower school."<sup>14</sup>

5. There is a fundamental need for helping the college student make intelligent decisions in matters of personal and community health. Experience has shown that the student brings to college much erroneous information and some ignorant attitudes toward health. It is desirable that he take with him from college that information which will help him to meet his own health problems of later life intelligently and to be wisely conversant with the health problems in

his community. Hygiene instruction, therefore, deserves a definite place in the college curriculum. The development of this program depends upon the selection of instructors who are primarily ready to teach the subject."<sup>15</sup>

Until the junior college health program is directed toward meeting these needs, we shall continue to certify from our junior colleges a large number of physically defective, emotionally handicapped, and physically ill young men and women. We shall continue to produce citizens who are governed in their health decisions by superstition and by the dictates of others who are equally ignorant of the principles of health. Such individuals will obstruct progress in the development of sound health practices for themselves, their children, and the communities in which they come to live.

#### HONORARY DEGREE

Dr. Trentwell Mason White, president of the Tome School and of the new Tome Junior College, was given the honorary degree of doctor of humane letters at the 86th commencement of the Maryland College for Women, May 28.

#### 1880 EVELETH STUDENTS

In an analysis of the records of 1880 students enrolled at Eveleth Junior College, Minnesota, since 1919, Miss Lois Pollard, of the Eveleth staff, found that 27 per cent had graduated, 29 per cent attended more than one year, 25 per cent dropped out at the close of the first year, 11 per cent dropped out before receiving any credit, and 8 per cent were still enrolled at the time the study was made last spring. She found that 41 per cent attended some other institution after graduating from or dropping out at Eveleth.

<sup>13</sup> For suggestions see G. T. Stafford, *Sports for the Handicapped* (Prentice Hall 1939) pp. 14-49.

<sup>14</sup> For suggestions see H. S. Diehl and C. E. Shepard, *op cit*.

<sup>15</sup> *Ibid*.

## Opinions of Junior College Graduates

J. THOMAS ASKEW \*

The results of the inquiry into certain opinions among junior college students who have transferred to four-year institutions, which were reported by Charles D. Byrne,<sup>1</sup> suggested the circularizing of graduates of Armstrong Junior College<sup>2</sup> with a similar questionnaire.

The questionnaire was mailed to 107 students who had graduated from Armstrong Junior College in 1937, 1938, and 1939 and who had attended or were at that time attending senior colleges and universities. Among the 26 four-year institutions, 75 percent of the graduates had been or were students at the University of Georgia, Emory University, Vanderbilt University, and the Georgia State College for Women. The remaining 25 percent were enrolled at institutions as far apart as the University of California, Northwestern University, University of Chicago, Simmons College, Baylor University, Goucher College, and a number of institutions in the southeast.

There were no self-addressed envelopes enclosed, and some of the addresses used were from records which were three years old. Fifty-two students replied, giving the following results:

	No.
1. Check the institution in which you feel you received the better instruction.	
Senior college or university.....	3
Armstrong Junior College.....	35
No choice .....	14

\* Dean, Armstrong Junior College, Savannah Georgia.

<sup>1</sup> Charles D. Byrne, "Junior College Versus Four-Year Institutions," *Junior College Journal* 10:7-12 (September, 1939).

<sup>2</sup> Armstrong opened in September, 1935, with 168 students. In September, 1939, 340 students were enrolled. The college is city-supported, and has no dormitories.

2. Check the institution in which you became better acquainted with your instructors, aside from classroom relationships.

Senior college or university.....	6
Armstrong Junior College.....	44
No choice .....	2

3. Check the institution in which you received or are receiving more individual help from the instructors.

Senior college or university.....	7
Armstrong Junior College.....	37
No choice .....	8

4. If you had a free choice and were beginning your college work again, would you go to Armstrong Junior College or enter the four-year institution you are now attending?

Senior college or university.....	4
Armstrong Junior College.....	47
No choice .....	1

The privilege of anonymity was preserved. Of the 107 Armstrong graduates circularized, 63 percent had attended four-year institutions four quarters or longer. The remaining ones had attended from one to three quarters.

The most valuable part of the study from the standpoint of the junior college was the comment obtained. Forty-nine of the 52 made comments, and most of them exhibited a strong preference for the junior college. Many made penetrating observations. Some typical comments may be of interest:

"Now that I have seen and spent some time at a junior college and a senior college, I sincerely believe that a girl or a boy should go to a junior college first to get a foundation of college work. . . . If they are capable, they should finish at a senior college."

"Armstrong has a friendly spirit that the student does not fully appreciate until he goes to a large university."

"The junior college brings more students together of more nearly the same

background, interests, and ambitions."

"The only advantage I can see in going to the same college for four years is that one starts in with a group of new people. When one enters in the junior year, he is at the disadvantage of being new, while the other juniors have made the necessary adjustments. However, the advantages of the junior college so outweigh the disadvantages that small account need be taken of the latter."

"The work of the junior college, being more general in nature than that of the senior college, naturally leaves a student less time for the pursuit of special interests. Therefore, when the student reaches senior college and narrows his work, he naturally makes more personal contacts with his instructors and is more disposed to go to them for individual guidance, and develops thus a more intimate acquaintance with them. I was personally greatly pleased with Armstrong, and feel that it filled its function of broadening my intellectual horizon and increasing my social consciousness most satisfactorily."

"I feel that the testing program at Armstrong, that is, the giving of the objective type test, puts Armstrong graduates under a distinct handicap when they enter Emory. Here . . . papers are graded not only for factual content, but also for the ability to express oneself clearly."

"Armstrong Junior College gives a very good foundation for the work required at the University of Chicago. . . . The idea of a broad general education in the first two years of college is certainly a better foundation for work at this institution than any specialization would be. The assignments here are no longer than those at Armstrong, but the results expected seem to be more nearly perfect. However, I should think a person would get a limited view towards

college if he had to come to this university before going to a smaller college."

"I have found that the lack of advanced chemistry and other technical subjects has been a disadvantage to me. . . . In general, I find the Armstrong professors are much superior when it comes to 'putting it across.'"

"One of the most noticeable differences between Armstrong and a very large university is the difference in the type of professors. In a small college, they seem to be chosen with much more accuracy. . . . I think Armstrong's success is due to this and not to the fact that it is a junior college. I would return there immediately if senior division courses were offered, and I have heard many others make the same statement."

"I prefer Armstrong because: (1) Greater proximity of students and faculty during college hours. (2) Faculty members devote more of their time to students and less to (a) their own studies (younger instructors at university), and (b) their own pastimes (elder instructors). (3) Fewer students at Armstrong per faculty member probably give the instructor better opportunities to know something of each; much about many."

"Armstrong's studies are harder, I believe, and this is a great help. . . . I only say that were I beginning over again, I would enter the four-year institution because it is harder to become accustomed to living away from home after having had two years at a local college. . . . Students are drawn closer together (at four-year college)."

"Principal reasons why I prefer Armstrong for the first two years are: no isolation of sexes; small but select faculty (here there are without doubt more good professors than there are professors on the whole faculty at Armstrong, but

there is also a large number of incompetents, and for the unaware student the chances of scheduling courses from these latter are high). . . . I hope Armstrong is remaining an institution where social life (in its narrowest sense, for surely its broader meaning encompasses everything most valuable to us) does not dominate educative processes."

"Although I am enjoying the work at senior college the classes are not nearly so interesting or helpful as those at Armstrong. The faculty here is not as friendly and understanding as at Armstrong, either."

"My junior and senior class work has seemed rather easy, and I attribute this to the good background that I received at the junior college."

"I would attend Armstrong again, but I think that attending one college for four years has its advantages insofar as getting started in activities is concerned."

"I am making better marks here than I did at Armstrong, and the work is just as hard."

"I received the proper training (at Armstrong) in all courses necessary to give me the needed foundation for my medical school work."

"When I attended Armstrong, it was a new school with a group of young, idealistic professors who had an opportunity at hand really to create something; they were not tied by tradition nor by unsympathetic authority, and I hope they will never be so tied."

The Junior College faculty was aware of a splendid spirit among its students, but frankly we were surprised to find such a strong feeling of devotion to the institution and to the ideals toward which we were striving all too awkwardly.

### POPULAR MAGAZINES

*Readers Digest* and the *National Geographic* are the most frequently found magazines in the libraries of the junior colleges of Kansas as shown by a study completed last spring by Miss Louie Lesslie, secretary of the State Board of Education. Miss Lesslie sent to the junior colleges in the state a check list based upon the list of periodicals for junior college libraries published in the *Junior College Journal* for March, 1939. More than 150 different periodicals were reported by one or more of the 21 junior colleges reporting. Twenty-three journals were taken by more than half of the reporting junior colleges. In addition to the two mentioned above they were as follows: *Time*, 18; *Current History*, 17; *Atlantic Monthly*, *Hygeia*, *Readers Guide to Periodical Literature*, 16 each; *Harpers Magazine*, *Junior College Journal*, *Wilson Bulletin for Librarians*, 14 each; *Rotarian*, *Scholastic*, *Scientific American*, 13 each; *Better Homes and Gardens*, *Good Housekeeping*, *Instructor*, *News Week*, *Science Newsletter*, 12 each; and *Nature Magazine*, *Popular Science*, *Saturday Review of Literature*, *School and Society*, *Vital Speeches*, 11 each.

### RADIO TRANSCRIPTIONS

Radio transcriptions are the newest auditory teaching aid employed at Menlo Junior College, California. As Menlo is the only school on the Pacific Coast that is making these, it has been sending out transcriptions to other institutions. Roy Pryor is the originator. With a private outfit at his home he has made nearly 100 transcriptions to date. As far as he has been able to find out, Menlo has the largest number available for school use in the country.

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## Social Techniques at Morris Junior College

RUTH B. STERN \*

Convinced that refinement in manners and good taste in personal grooming constitute an essential complement to academic training, this year, Morris Junior College offered for the first time, a course in "Social Techniques." The widespread interest in social awareness and desire for improvement of personal appearance attracted many students of both sexes. The college administration, sensing the importance of the course, grants one hour of credit per semester for two meetings each week.

Because the students represent many types of backgrounds, the course was planned to meet the demands of the activities common to the social experiences of the students and to the social practices of the average American community. The students report that because of the social techniques acquired in the course they are more socially acceptable to the people with whom they come in contact.

The class program, which is conducted through informal group discussions, is divided into projects. For example, the first is called "Prerequisites to Human Relations." Such topics as the art of living graciously, charm, personality, social poise, introductions, and greetings are discussed. Practical experience is gained by the students sponsoring a tea at the home of a member of the faculty or the board of governors. Here all the social techniques learned in class are made applicable.

Another project is titled "Table Manners." Here students plan menus, learn

the differences between formal and informal service, and gain information in restaurant etiquette. Again opportunity is afforded them to apply this knowledge in practical experience.

The assignment which proved both popular and beneficial, particularly to the female members, was the project on "Beauty Assets." At a series of meetings planned by the class, representatives from a dress shop, a beauty salon, and a dermetics shop spoke and gave demonstrations. Members of the class served as models for these demonstrations. After each talk, a round-table discussion was held and students asked voluntarily for public criticism of their grooming. Many remained for individual conference. A short time after these meetings, improvements could be observed in makeup, hairdressing, and clothing.

A textbook is assigned for the code of social ethics. Elinor Ames' *Book of Etiquette* was chosen because of its cosmopolitan character. A reading list supplements each project.

The course helps develop a well balanced personality of gracious manners, cordial spirits, and naturalness of adjustment, through which the students can be identified as well educated.

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### PLANS AT FALL RIVER

A proposal for establishment of a public junior college at Fall River, Massachusetts, is being discussed by a group of interested citizens. Corporation Counsel Sisson is the moving spirit in the plans being developed.

\* Social Chairman, Morris Junior College, Morristown, New Jersey.

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## Techniques in Teaching the Humanities

DOROTHY WEIL\*

According to the catalogue of the Chicago City Colleges,

The Humanities Survey purports to give a synthesis of Occidental culture in its manifestations of art, literature, history, philosophy, and religion. Its objective is to develop a sense of cultural values in the student. It is designed to serve two classes of students. It is planned as a humanizing activity for the student who pursues a general education and who will probably terminate his scholastic training upon graduation from the junior college. On the other hand it is also planned as an introductory course for those who aim to specialize in any one of the humanities. In spite of its introductory nature the Humanities Survey deals almost exclusively with sources which are studied or read by the student in the light of interpretative lectures.

Because the Humanities Survey in the Chicago City Junior Colleges is a lecture group which can number as many as 500 students, because the course has been planned with two<sup>1</sup> weekly lectures and a single discussion in a classroom group of approximately 40 students, it has been necessary in teaching the course to develop techniques which make for efficient presentation. Most of these techniques are simple enough in themselves, but in their entirety they afford a combination worked out through six years of experience which may be helpful to other colleges planning similar courses, and may, in part at least, be suggestive for other types of teaching.

Two additional pieces of information are necessary before turning to the

discussion of techniques. The first is that many of the lectures are given by visiting lecturers belonging to other institutions, whose only contact with the course or with our public colleges comes in the brief hour during which they are present for a particular lecture in their own special field. The second is that for the discussion period the students do not again go over the lecture material, but instead discuss a unit of reading, assigned in advance, which belongs to the period under discussion in the lectures, and has been selected because it is typical or illuminating for the period.

Concerning the techniques for handling our large lecture groups: from the beginning our lectures on art have been accompanied by lantern slides so that the talk has not consisted of abstract "vaporings" about art, but has presented concrete, specific illustrations of the lecturer's points. In the same way, we have used for our lectures on music an amplifying device which enables us to play illustrative records to our auditorium audience of approximately 500, as well as to give appropriate instrumental and vocal selections.

To make the presentation of slides, records, etc., function smoothly, so that the time of the lecturer is conserved, requires the cooperation of a drilled corps of NYA students who attend to lights, microphone, lantern, screen, blinds, etc.—a series of humble but necessary details made more difficult by the fact that the lecture auditorium is in constant use by diverse groups through-

\* Director of the Humanities, Woodrow Wilson Junior College, Chicago, Illinois. For a report on the development of the Humanities Survey course in the Chicago Junior Colleges, see article by the same author in the *Junior College Journal* 11:16-21 (September, 1940).

<sup>1</sup> Since September, 1939. Previously there were three weekly lectures.

out the day, so that preparations cannot be made in advance of the hour set, and all paraphernalia must be readjusted in anticipation of the class to follow. Mention should also be made of the portable blackboard, equipped with a map rail so that it may be used also, if a speaker desires, for map display.

It is primarily because of the very limited contact between the student and his instructor in the single weekly discussion that many of the devices and techniques have been developed. It is their aim to furnish the student with wide, personal experiences and increased activities of various kinds to compensate for the lack of student-faculty relationship, since these experiences and activities are, after all, the only means by which he learns and develops.

The first of these devices is the syllabus, which gives him a complete plan of the course worked out for each day with all readings, assignments, and lecture topics. The second is a mimeographed sheet of weekly study questions which the student receives in advance, on the particular unit of reading that has been assigned. Often, but not always, these questions are made the point of departure for the class discussion. In any case they are intended to stimulate the student to thought about the reading, as well as, incidentally, to indicate to him certain essential ideas he should have derived from the work. Seldom are the questions detailed or exhaustive, because the ordinary student who is reading difficult and unfamiliar material by himself is scarcely able to derive minute or subtle details from his reading. Sometimes a single searching question on a selection is adequate to develop all that the student can be expected to retain of a particular work. For example: the discussion on Greek tragedy

is based on the reading of three Greek plays: Aeschylus' *Agamemnon*, Sophocles' *Antigone*, and Euripides' *Hippolytus*. Because the action of the *Agamemnon* is further illuminated by the reading which has been done in the *Iliad* and is to be done in the *Aeneid*, more of the discussion period will necessarily be spent on that play than on either of the other two. In connection with it will have been considered ideas of what constitute the essential qualities of a Greek play. I was, nevertheless, a little chagrined, when preparing material for that particular discussion, to discover that the study sheet for *Antigone* which I had written several years previously, had only a single question for the entire play, viz., "Why does Antigone die, and how does she secure revenge upon Creon for punishing her?"

After reading the play again, I sat down to devise additional questions, and after several attempts, such as, "Who was Creon? How does Antigone offend him? What has taken place before this action starts?", came to the conclusion that it was both unnecessary and unwise to increase the questions, because any student, in order to answer that single question adequately, would need to have a complete knowledge and understanding of the play. Moreover, the answer to that question could not be given in a single sentence, but would require a full recitation from the student, who, under the lecture system, is afforded very few opportunities for adequate self-expression.

A third device is an objective quiz on the reading assignment, which is given at the beginning of the discussion period. It is impossible to hold a fruitful and worthwhile discussion on a definite piece of reading unless the participants have acquainted themselves with the

material to be discussed. Otherwise the recitation becomes just another lecture. In a course of this nature there is a great temptation to the busy student to delay or postpone his reading, and to trust that he will derive from the discussion of his classmates enough information to "get by." With the quiz at the beginning of the period, however, he knows that he must have done the week's assignment or his deficiency is brought sharply home to him. For any one week the lapse is unimportant but (largely as the result of the extreme interest evidenced by the students in the procedure) we have each week posted the standings of all students in the group along with the graphic curve of the grades made in the quiz. This indicates high and low scores, median, etc. It soon becomes glaringly evident if a student is repeatedly unprepared, and the blank space where no grade is recorded is even more noticeable if he absents himself from the discussion altogether.

This procedure necessitates that all quizzes must be graded, recorded, and the curve drawn within the week. Sometimes the pressure necessary to keep up to this schedule is exceedingly great, but those who do it know that to get buried under next week's papers before this week's are completed would be even more calamitous. Since the quizzes are objective they can, under proper supervision, be corrected from keys by NYA assistants and so the task, though a sturdy one, is not impossible. One very good result of the competitive element introduced by the public posting of the grades is that the student who would be inclined to loaf through the semester, planning to put forth a heroic effort in preparation for the comprehensive examination which he feels is "the only

thing that counts," is sometimes stimulated to earlier effort by the pitiless publicity. Moreover, when reports on the students' standings are made during the year, there are no students who do not themselves know whether or not their work is satisfactory, and hence there are comparatively few complaints on grades—a necessary and valuable condition when a group of approximately 500 persons, whom the instructor has met in class only once a week, must be graded. Finally, there is no doubt that a large proportion of the students enjoy doing objective quizzes. The puzzle-solving interest may have something to do with this, but I honestly believe that the students' desire to do something *active* with their information is at the bottom of it. Certainly a short quiz affords *every* student, however large the group, a chance to do his bit, as no oral recitation, however devised, could.

A fourth device for increasing student activity is the *Manual and Workbook* prepared by Samuel Weingarten of Wright, Pauline Rosaire of Herzl and the writer to accompany Barnes' *Intellectual and Cultural History of the Western World*. This workbook affords loose-leaf worksheets on the supplementary reading in the Barnes text as well as outline maps to be completed by the student. It has also a supplementary section of outline pages in which the interested student can build up parallel columns of chronological information on political history, art, literature, science, etc. He can prepare a dictionary of unfamiliar terms, and a biographical dictionary on "Men Who Have Made History," with their achievements. All of these supplementary activities help build up the students' store of informa-

tion in what are sometimes strange and unfamiliar fields.

A fifth device is the constant use of a large amount of visual material. We have classroom bulletin boards for such transient material as current newspaper clippings concerning a new Art Institute exhibit, or a reference by one of the columnists to Eugene Field's translations of Horace. We have accumulated a number of large mounted reproductions of architectural monuments and paintings which can be hung around the classroom at appropriate times or exhibited in the large display bulletin board in the corridor just outside our Humanities recitation room. There is also a set of appropriate wall maps used in connection with class discussion, as well as a number of large pictures on rollers in cases at the front of the classroom. A list of such material includes colored pictures of different periods showing: "*Egyptian Architecture*," "*The Temple at Jerusalem*," "*The Acropolis*," "*A Greek Theatre*," etc.

There is also material prepared by the WPA under our direction. This includes a model of the Parthenon, which we hope to have supplemented by models of St. Sophia as well as of a Romanesque and a Gothic church, models of some of the early theatres like the Swan, charts illustrating by diagram the relations in historic and prehistoric time, and others showing the flow and influence of various civilizations. The WPA has also prepared sets of lantern slides illustrating costumes of various periods, and has reproduced the Gustav Dore drawings of Dante's *Inferno*.

We plan to provide a museum for Humanities, similar to those of the physical and biological sciences, where such models and charts can be displayed and examined at the student's leisure.

The great drawback to lantern slides, for example, is that they have no availability for the student unless a suitable room, a lantern, and an operator are all coordinated at a time when the student can take advantage of them.

We have tried to call the students' attention to supplementary aural as well as visual material. A sheet of possible radio-listening hours for good music throughout the week is given him. He is urged to listen to the program of "Great Plays," several of which are required reading in the course. When there is a local presentation of one of the plays read in the course, such as *The Doll's House*, or *King Lear*, whether at the Goodman Theatre or a commercial house, arrangements are made for securing student tickets.

Invaluable supplements to the course have been the various trips usually planned by the Humanities Club, as well as the programs of the club itself. We generally take five trips during the year's course. The first is to the Oriental Institute, for first-hand contact with the material of Egypt, Babylonia, and the Near East. Of the remaining four, two each semester, to the Art Institute, the first explores all that the Art Institute affords of Greek and Roman art, and the models of Romanesque and Gothic cathedrals, as well as the reproductions of Renaissance sculpture and the new Gothic and Renaissance furnished rooms. The second reviews what the Institute affords of mediaeval and Renaissance painting. The third trip begins with the German and Dutch painters, and includes the Spanish, and the English and French of the eighteenth century. The final trip begins with the nineteenth century, and travels through the moderns. Thus, within the year, the student who takes advantage of

these trips has a progressive first-hand contact with what the Chicago environment affords of genuine art material.

For each of these trips the museum lecturers are employed to conserve the students' time. These lecturers are not only completely familiar with the museum material, but they secure cooperation from the museum attendants which no outsider visiting with a large group could possibly achieve. For example, coats, hats, books, etc. are stored in a special cloak room. All are provided with camp stools so that the trip of an hour or more is not too fatiguing. Always we get spot lights or other illumination which the casual visitor to the museum would not even know was available. It is because a fee must be paid for the lecturer that this is made a club activity and financed from dues, ten cents a semester. Since the trips must be arranged weekdays between three and five in the afternoon, and somewhat at the convenience of the lecturer, they have, so far, been completely voluntary, but the response from those who have attended is enthusiastic. We secure as museum lecturers the same persons who are the regular art lecturers in the course, because they take an added interest in the students and are able to point up their remarks to the course objectives.

The club programs are another excellent means for arousing additional student interest in the course. They occur twice a month, and have never been the same from semester to semester, since they grow out of the suggestions and special interests of the students participating. Occasionally the instructors in charge of the course give talks along lines of their special interests. One instructor in the department held a meeting devoted to old theatre playbills, and

showed also some steel engravings of former Shakespearian actors. I have shown postcards gathered from a sabbatical year of travel in Egypt, Greece, Italy, France, and England. But ordinarily the aim is to avoid "lectures," since the course already affords these in abundance, and to strive instead for student participation. This enables the interested or superior student to do some work in addition to that prescribed. Among such programs have been an attempt to compare Euripides' *Hippolytus*, required reading in the course, with Racine's neo-classic *Phedre*, based on the same theme, which we do not read. Another was a series of reports on additional Greek plays, which developed the entire Oedipus story. Musical programs by student performers, or from records selected and arranged by students, have illustrated different types of musical composition. Interested students have reviewed the WPA slides in order to present a lantern talk on the *Inferno* or on Greek or mediaeval costume. Debates and discussions have dealt with the various systems of economic and governmental control from Plato to Marx. Students have reviewed pertinent current books like Van Loon's *The Arts* or some other special interest like Oriental philosophy. One student showed a series of scrap books of art clippings which she had been collecting for years. Two years ago, two foreign-born students, one from Germany and another from Lithuania, presented a program on the art and culture of their countries which was outstanding for student interest. They talked of their European schools, they had pictures and native costumes, and they sang native folk songs.

Once each semester a program is devoted to surveying the course in prepa-

ration for the comprehensive examination. Either the group prepares questions and lines up in teams to see which side can "stump" the other, or a group works out a joint report in which one discusses a survey of art, another of philosophy, music, the drama, lyric poetry, the epic, or what you will. The students always exhibit keen interest in this type of program, and certainly it is of value for those who survey the field and present it to their fellow students. By keeping it a student effort we have scrupulously avoided making of it a review or "cram" class for the examination, a procedure for which the students clamor, but which seems distasteful and unprofessional. The objective of the course becomes all too readily the passing of a particular examination rather than, as it should be, the broadening and the development of cultural interests which can intensify appreciation and afford new opportunities for leisure-time activity for the remainder of the students' lives.

These more important purposes of the course deserve special emphasis. Certainly the wide sweep of the subject matter, within the limited time allotted to its presentation, necessitates that student acquaintance with the field is merely introductory and often superficial. But the cumulative effect of the course upon the student who conscientiously follows it, is immeasurably to broaden his contacts, to open his eyes and ears to things in the world around him that he never before saw or understood. It cannot fail to give him a humble appreciation of the indebtedness of the present to the past and, when the many details of names and dates are forgotten, he should still retain, in a broad sense, the pageant of the various civilizations which have contributed to

his inheritance of modern culture. From his first-hand acquaintance with even a limited number of the world's great books, it is to be hoped that he will derive a keener sense of human values. This should broaden his views, and intensify his appreciation so that as a result of the year's work he will emerge in the true sense of the word more tolerant and more "humane."

#### LASELL IN 1863

The following very modern point of view is expressed in the catalog of Lasell Junior College, Massachusetts, which was opened in 1851:

The number of boarders is limited to about fifty. This prevents the school from becoming unwieldy and favors a more perfect classification. There must be institutions for the education of the masses, accommodated to the condition of such as can spend comparatively little time at school, and who yet desire to accomplish most that will be available at that time. But such are not adapted to the most complete and symmetrical development. To secure this, there must be more time for *thought* as well as study. So it is not the object of the Lasell Seminary to supplant, or in any way collide with, those excellent schools which are furnishing the means for a good education to so many thousands, but rather to *supplement* them, and furnish an opportunity for those who *have* time and means for a more complete and thorough education.

#### NEW POLICE COURSE

With an idea of supplanting the run-of-the-mill personnel with highly trained law enforcement officers, Sacramento Junior College, California, is preparing to inaugurate a police training course.

## Public Relations Activities in Junior College

GORDON M. FRENCH \*

As the program of public relations is vital for most educational institutions, the public relations committee of the Bay City Junior College last year conducted a study of the organization and budgets pertaining to public relations work of junior colleges in the United States. The purpose of the study was two-fold: first to find out whether Bay City Junior College is in line with other junior colleges in its public relations program, and second, to glean something from the study to aid in the betterment of our program.

The committee selected 70 public junior colleges, to which it mailed a questionnaire. Fifty-seven colleges replied. The returned questionnaires were separated into two groups according to enrollment reported—colleges with enrollments less than 500 and colleges with enrollments over 500.

Approximately 50 percent of the junior colleges have public relations departments. None of the colleges has a full-time publicity director. The duties of publicity director are performed by the dean in 21 colleges, by instructors in 15 colleges, by the registrar or office clerk, by the office of the superintendent of schools, by the dean of men or of women in the rest of the colleges. In only six colleges where an instructor is designated as publicity director is this work considered a part of his teaching load. Only two colleges with enrollments up to 500 reduced the teaching load. One reports a little reduction; the other, one class or three hours. For colleges with

enrollments over 500, the teaching load is reduced from 10 percent to 25 percent.

Information is summarized from the questionnaires as follows:

1. Does your institution have a publicity or public relations department or committee?

Yes \_\_\_\_\_ 25 No \_\_\_\_\_ 25

Unanswered \_\_\_\_\_ 2

2. Do you have a full time publicity director?

No \_\_\_\_\_ 36 Part time 14

Unanswered \_\_\_\_\_ 4

3. If you do not have a full time publicity director, who performs the function?

Dean _____ 21	Division Heads _____ 1
College instructor _____ 15	Dean of Men _____ 1
Registrar _____ 1	Ass't Dean _____ 1
Office Clerk _____ 1	Newspaper man _____ 1
Supt. Office _____ 5	Others _____ 1
Dir. Pub. Relations _____ 1	Unanswered _____ 5

4. If an instructor acts as publicity director do you count the time spent in this work as part of his teaching load?

Yes \_\_\_\_\_ 6 No \_\_\_\_\_ 19

Unanswered \_\_\_\_\_ 20

5. If answer to (4) is yes what percent is the teaching load reduced?

Unanswered _____ 39	20% _____ 1
Little _____ 3	25% _____ 1
None _____ 1	10% _____ 1
1 class _____ 1	

6. Does the publicity director also supervise alumni relations department?

Yes \_\_\_\_\_ 8 No \_\_\_\_\_ 15

Unanswered \_\_\_\_\_ 5

7. If not, who does?

Dean _____ 16	Dean of Women _____ 2
Registrar _____ 5	Faculty Member _____ 2
Office Clerk _____ 2	Secretary _____ 1
Others _____ 6	

8. What is your total publicity budget for a year?

Not known _____ 4	\$100-499 _____ 10
No definite sum _____ 1	\$500-999 _____ 6
None _____ 10	\$1,000-1,999 _____ 2
\$1-99 _____ 3	\$2,000-9,999 _____ 1
\$10,000 _____ 1	

\* Chairman, Public Relations Committee, Bay City Junior College, Bay City, Michigan.

9. Please indicate as accurately as possible how your budget is divided. (Individual replies are indicated.)

Salaries	\$100 to \$3,000
Pictorial bulletins	\$50 to \$700; 1% to 50%
Clippings	\$10; 25%
Calendars	\$20
Pictures	\$7 to \$250
Telephone and telegraph	\$80; 1/2%
Posters	\$15; 5%
Radio	\$50; \$200; 25%
Novelties	\$15; \$25
Travel expenses	\$15 to \$1,000; 1/4% to 30%
Newspaper advertising	\$5 to \$200; 50%
Magazine advertising	\$50; \$100
Stationery and stamps	\$25
Alumni relations	\$25; \$50
Conventions	\$200

10. What is the source of funds for public relations?

Board of education	15
Tuition	9
Activity fund	15

In the final analysis of the questionnaire the committee draws the following conclusions:

1. The per cent of junior colleges with a public relations department is too low.

2. There is a lack of a trained public relations director in most of the colleges.

3. Too much stress is placed upon publicity to attract students rather than to create good will.

4. The dean of the college should be free to devote his full time to the administration of his office rather than to be saddled with publicity.

5. The funds allotted for publicity work in the majority of colleges are very inadequate.

6. The funds for publicity should come from other sources than the student activity fund.

7. If an instructor is designated as publicity director his teaching load should be reduced.

#### PRES. RAINEY'S JUDGMENT

Support for the junior college movement in Texas, with increased state financial aid for such institutions, has come recently from a surprising source. Dr.

Homer P. Rainey, president of the University of Texas, told the Houston "Exes" at their reunion that the work of the university should be supplemented by at least 30 state-supported and denominational schools. The belief of such educators, generally speaking, is that the junior college movement is a menace to four-year institutions, something to be combatted and discouraged.

Dr. Rainey's views are in keeping with those of leaders in the junior college movement itself. He told the Houston audience that by supplementing the existing schools with a statewide system of junior colleges, many students, unable to complete a four-year course, would obtain at home the training whereby they could obtain better jobs. Pointing out that 70 per cent of those enrolled at the university do not go beyond the first two years, Dr. Rainey said that the junior college could absorb part of this load. He also mentioned the special opportunity of the junior college for vocational training.

Those who know that the junior college has a useful, well-defined part to play in the educational plan will welcome the accession of the university's president to their ranks.—Austin (Texas) *Statesman*.

#### MASSACHUSETTS LIMITATIONS

A new statute passed by the General Court of Massachusetts in 1939 and a rigid interpretation thereof by the state department of education have greatly limited the use of the term *junior college* by institutions in Massachusetts. Schools that have described their work as of *junior college grade*, even though they lacked the legislative enactment necessary for official designation as junior colleges, are now expected to refrain entirely from using this phrase.

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## Should Junior College Students Flunk?

MARTIN GRAEBNER \*

At a recent meeting of the Junior College Deans' Association of Minnesota one of the deans stated that a representative of a regional accrediting agency visited his college and spoke to one of the members of the faculty concerning a course he was teaching. He asked him what percentage of his students flunked his course, and upon being told he informed the instructor that his record was not satisfactory because there should have been a much larger percentage of failures. Whether this is typical or not, this writer is not in a position to state, although it did happen to him also that an inspector seemed to be very much interested in the number of failures in the various courses. Many teachers and schools seem to take a certain pride in the number of students who receive failing marks. They seem to think that a large number of failures is an indication of high scholastic standards. Some are quite frank in stating that they desire to cater only to the student of outstanding mental endowments, and purposely frame their courses and shape their instruction in such a manner that only the brilliant student can reach the goal. It seems to be timely to examine into these two propositions:

1. Should junior college courses be made so difficult that only the superior student can pass?

2. Does a high percentage of failures indicate the maintenance of high scholastic standards?

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\* President, Concordia College, St. Paul, Minnesota.

### I

All of us who have had some years of experience in teaching are aware that a brilliant student is *rara avis*. Standard intelligence tests administered at our institution over a number of years indicate a median IQ of 113; this figure stands at about percentile 81, and we know that our median student is not brilliant. Shaping a college course for the superior student will therefore mean that not more than the upper 15 per cent can hope to pass. While something may be said in favor of a small private college restricting its student body to the upper 25 or even the upper 15 per cent, it appears to this writer at least very doubtful whether a tax supported institution of higher learning should be conducted for only the few.

It is true that the bases for most professional lines are being broadened and that a doctor, a lawyer, an engineer, or other professional man today needs a better education than our fathers had. But does that necessarily mean that we need more brilliant men? Are we certain that it is the proper remedy to stiffen the courses? May it not be better to add a year or two to the professional curricula? The brilliant men will still rise to the top even as they always did. And there are always many thousands of young people who do not look forward to the professions, whose college work has no utilitarian purpose at all, who acquire an academic degree for purely cultural considerations. Here again we see no reason why the courses should be made so stiff that

only the superior student will be able to make the grade. I do not wish to be understood as favoring mediocrity, but wish to advocate the golden mean. It will no doubt remain true that successful college work will require a mental aptitude above the average. That, I think, is as it should be. But the pendulum can swing too far in either direction. When great numbers of young people who in prosperous times would seek employment, now enter college, a sifting process will be necessary. But after a student has successfully surmounted the barriers of his freshman year, he should be enabled to proceed without much trouble. Furthermore, the colleges are not to be held responsible when professions become overcrowded. We are educators, not administrators of the nation's economic life.

## II

And now the second question: Does a high percentage of failures indicate the maintenance of high scholastic standards? What, I would ask, is a teacher? Isn't a teacher a person who teaches, and doesn't "teaching" mean to impart knowledge and skill, to transmit knowledge from the mind of the teacher to the mind of the student and skill from the hand of the teacher to the hand of the student? When we send our children to a piano teacher, we expect them to learn piano playing; a swimming teacher should teach our children to swim. The reputations of a piano teacher and of a swimming teacher rest upon their ability to teach their pupils to play piano and to swim. Why shouldn't the efficiency of a mathematics teacher be gauged by his ability to teach his students mathematics? And isn't he the best teacher who is most proficient in imparting knowledge to those whom he teaches? My conception of a good col-

lege instructor is one who, in the first place, has a wide and deep knowledge of his subject and who, in the second place, is able to impart his knowledge to others. Not all of it, of course. From his great store of knowledge, the conscientious teacher will carefully select the proper quantity to transfer to his students, seeking always the highest attainable goal. He will hitch his wagon to a star, but keep his feet on the ground. With unremitting toil he will sedulously prepare his material for every recitation or lecture and will seek to deliver it to his students in such a vivid, fascinating manner that they will be inspired to put forth every effort to carry out their assignments. He will also know that in the junior college he is dealing with adolescents, and will not employ methods that are appropriate to the graduate school. Such a teacher will have a small percentage of failing students, and although some who ought to know better will criticize him, because, forsooth, he doesn't flunk enough students, yet—that's the sort of teacher we desire for our own children.

Then there is the other kind. For him his position is simply a means of gaining a livelihood. He will parade his learning before his classes. Like Socrates in his "Thinking Shop" he will be floating far above their heads and will present such a mass of indigestible material to his unfortunate students that they will be lost in bewilderment. The result: a large number of failures. Frequently it is the instructor rather than the student who should get the "F". Yet, behold: He gets the credit for maintaining high standards of scholarship! Piffle! Praise him if you must, call him a teacher if you will—he is none! He cannot, or will not, teach. *Lux a non lucendo*. Truly, their glory is in their shame.

## Philosophy and the Junior College

FREDERIC S. SIMONI\*

It is no secret that philosophy is proving unpopular among junior college students. Whether one make a statistical survey and approximate the proportion of instructors that teach philosophy to the number teaching in other fields of study, or whether one make a canvass of student opinion or question a few students at random, the result will be much the same. In many young minds an extreme dislike is harbored for philosophy. Junior college executives themselves usually do not look upon it with favor. Recently, the writer asked a well-known executive of a California public junior college why he didn't offer at least one more course in philosophy, only one course in Introduction to Philosophy being offered. The answer was simple and to the point: "We offer the course in introduction in order to fulfill university requirements. Otherwise I wouldn't waste the taxpayers' money with it!" Other executives were more or less diplomatic: "Philosophy is not popular," or simply, "Philosophy has remained stationary," etc. What is the reason for this? Are the students and the junior college executives prejudiced? Or is there really something wrong with philosophy and the teachers of philosophy? The answer to these questions concerns not only those who believe that philosophy has something substantial and indispensable to offer to young minds on the junior college level, but also those who believe, as the Carnegie Foundation recently reported, that "It [the junior college] is really senior to all common

schooling below it—the capstone of socializing or civilizing education."<sup>1</sup> Other authoritative reports stress the same function, and statements of junior college executives support the same claims.<sup>2</sup> "Recent reorganizations and redirections of college curricula throughout the country recognize the growing tendency toward the postponement of special training until after a well-rounded general education has been given."<sup>3</sup> The junior college is generally assumed to be the dividing line between a general liberal education and specialization.

Has philosophy anything to offer for the junior college in this general arrangement? Can it contribute to a well-rounded general education? Does philosophy integrate the curriculum, or does it provide another body of knowledge to be assimilated and digested by the student? Beginning with the last question first, let us open a few of the many textbooks of philosophy, widely used in junior colleges, for the answer. In these books philosophy is boasted to have its own peculiar subject matter, its own problems. Invariably there follows a disquisition on the "supreme," the "eternal," the "fundamental," the "major," the "maximum," the "perennial," or the "general" problems of philosophy. In the past, because of the greater interest in transcendental religion, these were the problems of God, immortality, the soul, the relation of

<sup>1</sup> Report of the Carnegie Foundation on State Higher Education in California. (June 24, 1932) p. 37.

<sup>2</sup> *vid.* M. E. Hill's monograph, *The Functioning of the California Public Junior Colleges* for statements.

<sup>3</sup> W. Greenleaf, United States Office of Education Bulletin No. 3, 1936, p. 11.

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God to man, etc. Today these terms have changed somewhat, but the old separation between the natural and the supernatural still remains the chief, if not the only, source of the "problems." We refer to the questions about the relation between knowing and being, or epistemology and ontology, which in their various divisions and subdivisions still constitute the chief diet of philosophy. Since we are not here particularly concerned with the condition of philosophy in general, but only with this condition as it affects the teaching of philosophy in junior colleges, we shall simply observe that in many instances the junior college philosophy classes are taught the "eternal" problems of philosophy and the philosophical terminology that goes with them. Moreover it is darkly (and even proudly) hinted by either the instructor or the book or both, that, in the very nature of the case, the problems are insoluble and that any attempt to solve them is destined to failure. Are not the graveyards of the world (largely European!) dotted with the tombstones of the great philosophers? Did they not leave us this great heritage of philosophical problems? It is irreverent to think that where they have failed, we can succeed. Suffice it to say that young minds are not thereby encouraged to think. To them philosophy becomes a graveyard of buried philosophers and the problems of philosophy become their tombstones. Is it any wonder then that young people avoid it? And, we may add, the great philosophers would have done likewise.

There is then a tradition in philosophy that claims a special group of problems as its precinct and the solution of these problems as its body of knowledge.

However, problems are not heaven-

born. They all arise in our common world of experience. None has a virgin, or even a privileged birth. How then *de facto* severance of the "eternal" problems of philosophy from the continually changing problems of life has come about is itself a problem to be investigated. This can be done by studying each of the great philosophical problems in isolation and by determining how it arose in response to felt human needs and in a definite historical situation, and then how, for some reason, it lost such reference. These problems can only be solved when the conditions which produced them, the various historical facts, are first understood. To try to study them in a vacuum, without reference to historical data, leads to the interminable disputes that all wind up with the contestants being as empty-headed as before. This then is their origin: problems which originally had their meaning and interest in a clarification of experience and in an interpretation of the facts, became isolated and studied for themselves, inadvertently lost their reference to the life-situation, became transferred to the empyrean, baptized as eternal. At present they are fossils, entertained and given a new lease of life by antiquarians. They are unfortunately perpetrated by the habits of mind that are bred by the departmentalization of knowledge in colleges and universities and by the consequent reduction of philosophy to a profession or specialism. This procedure directs thought into intellectual ruts. If all philosophy and all philosophers were like this, then the case for philosophy would be hopeless indeed and it would merit a slow and painless death. Obviously, the junior college, as a modern institution, can have no place for cobweb spinning and intellectual gymnastics.

In recent years the dissatisfaction with the philosophy of antiquated ideas (ideas that have lost their life-interest) has made itself manifest within the ranks of philosophy itself. Two major movements have arisen to combat its pretensions and to liberate philosophical thought from the strait jacket and prison house of a few fixed and artificially preserved kinds of problems. One is logical positivism, which, however, like most reforms has gone beyond the mark and by its zeal to label problems as meaningless has really denied all the more serious problems of the human mind. The other is the bifurcated movement, united in inspirational motive, which is known in the United States as pragmatism, that is being led by John Dewey, and in Italy as historicism, that is under the leadership of liberal Benedetto Croce.<sup>4</sup> Its common motive has been to regain for philosophy its place in the world and to make it an active force in the guidance of human affairs. In our opinion, it is in this latter movement, and in its growth and derivations, that the future of philosophy lies. This kind of philosophy surely has its place in the curriculum of the junior college. Its definite place in the curriculum remains to be shown. This can be done by a discussion of aims and methods in the teaching of philosophy.

The antiquated philosophy sought, and is still seeking, to impart information about the eternal problems of all existence and to capture the Truth once and for all. But since those problems have been severed from life, which is ever changing, and have lost contact with present human difficulties, the effort can elicit no interest. The method of teaching such philosophy will per-

force be that of iteration and routine, because the interest is lacking which would make learning a continuous adventure. The textbook becomes the fountain of knowledge and the whole philosophy course and all of the discussions will rotate about it. If, as Whitehead has remarked, the central problem of education is to keep knowledge alive and to prevent it from becoming inert, then it has failed miserably in its educational task. The usual query of the student who is compelled to take a course in this kind of philosophy is: What is it good for? It is a question that condemns by its very asking.

The new conception of philosophy will demand a radically new method of teaching philosophy. Since it will try to cultivate an attitude of understanding real situations, it must not organize a course of study about a textbook, but about a present problem and interest. The readings, assignments, and discussions will be made for the sake of that problem and in order to throw light upon it. The material sources of knowledge will not therefore become the ends but will be the subservient tools of intelligent inquiry. It will be the function of the instructor to stimulate and to maintain the interest by organizing the discussions or by supplementing and integrating the reading. This has been the method that has been so successfully followed in forensics. Whereas in debating, however, it becomes an exercise in eloquence and ingenuity, which in the constant attempt to make the worse appear the better reason may teach disrespect for truth, philosophy will be exclusively inspired by the love of truth. In directing one to think critically and deeply about present issues, it will make right ways of thinking a part of active personality. Finally,

<sup>4</sup> Benedetto Croce, *History as the Story of Liberty* (W. W. Norton, October 1940).

philosophy thus conceived will not degenerate into a static body of information, because it will be forever changing with the problems of a changing world. Relevance to issues of vital importance to contemporary civilization will provide the necessary interest. Study of what other thinkers have written about the problem — or of what they have written that will illumine the problem — will furnish the necessary discipline.

How then does philosophy differ from the other social sciences? We answer that the term "social sciences," or at least that which is regularly taken as its equivalent, "sociology," stems from August Comte, the founder of the so-called "scientific" study of society. And the general preference for the designation "social sciences" to that of "historical sciences" indicates our anachronous allegiance to Comte. Among other reasons, in this connection we prefer the term "history" to "society" because the latter often produces the illusion of changelessness, and this, in turn, generates the added illusion that we can discover society's timeless laws of operation. We thereby lose sight of the richness, variety, and individuality of history and substitute for it colorless generalities. Philosophy, like all knowledge, is in the last analysis historical knowledge.

Therefore, the barriers that now separate the historical (or social) sciences have no basis in the nature of the subject matter, but only in pedagogical convenience. The selection and organization of subject matter is indispensable to the division of labor. Hence what is taught under the name of philosophy need not repeat the work of other departments of study. The problems of the present are so varied and what men have created in art, poetry, thought, and action in the past is so limitless, that no

teacher and no course should repeat old material. There need be no repetition of *work*, but there should be *utilization* of what has been learned in different classes and departments as illustrative of the unity of knowledge. Originally, philosophy was not a special field of study but simply a "love of wisdom." Today we cannot neglect the teaching of Plato, who, in the *Republic*, required the most promising students, at the age of 20, "to gather the studies which they disconnectedly pursued as children in their former education into a comprehensive survey of their affinities with one another and with the nature of things."<sup>5</sup> And it is this function of integration that philosophy is peculiarly fitted to perform. We can eradicate the "fatal disconnection of subjects which kills the vitality of our modern curriculum."<sup>6</sup>

We come then to the definite place of philosophy in the curriculum of the junior college. Its business is to emphasize the principles of the organization of knowledge without losing sight of the concrete and factual conditions of which those principles are the organization or classification. It must continually guard itself against the danger of separating the principles of experience from the data and material of experience. General organizing principles ultimately coincide with the interpretation and intelligence of the facts. It is the task of philosophy to systematize and to show the affinities and unities in the everchanging mosaic of knowledge. A general well-rounded education cannot be given without it. Philosophy is "the capstone of socializing or civilizing education."

<sup>5</sup> 537C (Paul Shorey translation. Loeb edition.).

<sup>6</sup> Whitehead, *The Aims of Education* and other essays (New York 1929).

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## The Accounting Course in the Junior College

JAMES T. JOHNSON\* and GEORGE THOMAS WALKER†

This is not a summary of the content of existing first-year accounting courses in junior colleges. It is a plea for the continuance in the junior college of a course which emphasizes the fundamental principles of accounting. Probably every junior college instructor of accounting has been re-examining the content of his first-year course. Recent issues of professional business education magazines have carried articles which recommended that first-year courses in accounting should teach the student primarily how to keep his own personal records. Thus some writers are contending for a personal and general record keeping course as contrasted with the course in which emphasis is placed on the vocational aspects of the subject.

Favorite arguments for this proposed change in the emphasis in elementary accounting courses are: (1) A course in accounting offers many social and personal values. (2) Research studies indicate that most of the students enrolled in elementary accounting courses do not take up bookkeeping or accountancy as a means of making a living. (3) The first-year accounting course should be made to emphasize the social and personal values to a much greater extent by eliminating or de-emphasizing vocational aspects.

It is granted that a course in accounting, as do other subjects, offers many social and personal values, but that is

not an adequate reason for a change in the content of the course. However, the second argument—if valid—constitutes a good reason for change. This is the argument that the accounting course is not serving the needs of the students because only a small percentage of the students later “keep books” as a livelihood. The authors of such statements should recall that practically every commerce major in college is required to take accounting and that most of these anticipate going out as secretaries, stenographers, clerical workers, salesmen, and small store managers, and not as bookkeepers and accountants. The insight into business operations and relationships gained in the accounting course is essential to this group. Accounting is rightfully considered an integral part of the training of every business worker.

The third argument is of questionable validity. For more than a decade the better accounting teachers have been mindful of the social and personal values of accounting, but at the same time they have not sacrificed its specific and general vocational aspects. There might advisedly be certain changes in the content of the course but not to the extent of minimizing the vocational objective.

The importance of the content of the beginning course is paramount in the junior college in view of the number of different types of students accommodated. There are usually the following groups, or more: (1) Students who expect to get as much accounting as they are permitted to take in the junior college and then to take additional accounting in a four-year college. (2) Students

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who intend to enter the business world upon graduation from the junior college.

(3) Students who are using the course for exploratory purposes, to help them decide if they will like accounting as a vocation. (4) Students registered under another curriculum who elect a course in accounting. (5) Students who have no reason for being in the course. With all of these types of students to be served, it is believed that the first-year accounting course in the junior college, while imparting many understandings of social and personal value, should place its principal emphasis upon the fundamental principles of accounting. This statement is made for the following reasons:

1. We must protect and provide for the interests of the students who are capable and who do intend to do accounting work in later life. After all, a course called accounting should not be misleading and cause a student to have a distorted picture of the true nature of accounting.

2. We should not stifle the interest and enthusiasm of a student by offering him a course which is no more stimulating than the study of the student's personal finances. Certainly a study of business organizations and business terms as found in the vocational course is of greater interest and value to the junior college student than a study of how to keep personal and family records.

3. Social values and general business values of the subject remain with the student longer when they are learned in a course emphasizing the fundamentals of accounting. Too many personal-value and social-value principles thrown at a student in an accounting course merely tend to confuse him. However, if the more important of these are presented and emphasized along with

accounting procedure, they will be grasped permanently.

4. Many of our students take a year of accounting for exploratory purposes. Are we to deceive them completely as to the nature of accounting?

5. The vocational course in accounting not only contributes materially to the training of accountants, but also to the training of office clerks, secretaries, office managers, and others. Advancement within a business organization usually requires a foundation in accounting. An incorrect implication is made when statistics are presented which show that only a small number of the graduates from accounting courses are actually bookkeepers or practicing accountants.

6. The junior college must offer an accounting course which will be as good as the course at a four-year college or university, and it must prepare the student for vocational work should two years be the extent of his college education. A thorough course based on the principles of accounting is the only one which meets these requirements.

Though the major emphasis in the course must remain on the vocational aspects of the subject, certain phases of the course—as exemplified in some institutions—should be revised:

1. The fundamental processes of adjusting and closing should be given greater emphasis. The student must obtain, if nothing else, a well-rounded knowledge of the accounting cycle and the interrelation of the various parts of the cycle. A premium should be placed on accurate reasoning.

2. The preparation and interpretation of financial statements should be stressed. A thorough understanding of financial statements, one of the major goals of accounting, provides the student with an overview of an accounting

system not to be gained in any other way.

3. Practice sets should be short if more than one set is to be used. The shortening of practice sets will allow more time to be spent in the development of fundamental understandings. Many first-year accounting texts and instructors give inadequate attention to the advantages and disadvantages of various methods of handling particular business transactions and problems. Short but well-planned problems should be used extensively in exemplifying the varying procedures and their application.

4. The testing program should be reorganized. Tests should be given often and the use of objective tests should be kept to a minimum. The greater portion of every test, with the possible exception of daily quizzes, should consist of problem-type questions.

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#### PHENOMENAL GROWTH

The phenomenal growth of the junior college must be attributed to the fact that it offers advantages to the student. These advantages pertain to the student who plans a four-year college course as well as to the student who wishes only two years in college. Statistics are available to show that junior colleges are doing a superior type of work at their educational level.

The startling growth of the junior college in recent years cannot be ignored. The increase in the number of junior colleges and in the enrollment points to the fact that the junior college is meeting the needs of a large number of students. The junior college movement merits the support of all those interested in the education of young people.—Editorial in Anderson (South Carolina) *Independent*.

attention to the student who plans to stay only two years in college and who is not interested in a program of general liberal arts or pre-professional training."

During the second semester of the sophomore year students in these terminal courses will be placed in actual jobs of the type for which they are preparing in order to give them practical experience along with their studies. This program of cooperative work will require a minimum of six hours per week outside the classroom and in some cases students may even be paid for these services.

In the development of this program of terminal education, college officials have been assisted in planning curriculum objectives, cooperative work arrangements, and placement bureau services, by five different committees composed of local business and industrial leaders in each of the five fields of endeavor.

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#### NEW TERMINAL CURRICULA

Five new two-year terminal curricula to prepare students specifically for jobs are being offered for the first time this fall at the Junior College of Connecticut. Unique features of these courses will include a program of cooperative work and a placement bureau to assist graduates in obtaining positions. These new curricula are entitled "Business Office and Secretarial Training," "Business Office with Accounting," "Applied Mechanics and Drafting," "Medical and Dental Secretaries," and "Merchandising and Retail Selling."

In commenting on this new program of terminal education, E. Everett Cortright, president of the Junior College of Connecticut, says, "In recent years there has been a shift in the objectives of junior colleges and one of the newest trends is in the direction of giving more

## *Reports and Discussion*

### UNIVERSITY PROFESSORS

The twenty-sixth annual meeting of the American Association of University Professors, held in New Orleans, Louisiana, on December 27 and 28, 1939, adopted a constitutional amendment making eligible for membership in the Association members of faculties of junior colleges. By action of the Council of the Association at its spring meeting in Chicago on April 12 and 13, the following junior colleges were placed on the Association's eligible list:

(1) All junior colleges accredited by the Middle States Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, and the Northwest Association of Secondary and Higher Schools;

(2) Member schools of the New England Association of Colleges and Secondary Schools;

(3) All district junior colleges in California and all privately controlled junior colleges of that state accredited by the Northwest Association of Secondary and Higher Schools.

The American Association of University Professors is a professional organization of college and university teachers and investigators. It grew out of a conference of representatives of universities in November, 1913. The formal organization meeting was held in New York City on January 1 and 2, 1915. The dominant note of this meeting was that the new Association should be distinctly professional in nature. This fact is evident in the following statement of objectives:

To bring about more effective cooperation among the members of the profession in the discharge of their special responsibilities as custodians of the interests of higher education and research in America; to promote a more general and methodical discussion of prob-

lems relating to education in higher institutions of learning; to create means for the authoritative expression of the public opinion of the body of college and university teachers; to make collective action possible and in general to maintain and advance the ideals and standards of the profession.

The purposes of the Association as subsequently set forth in the Constitution are:

To facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

The Association seeks through its Washington office and its various committees to be a national clearing house for the problems, general and specific, of college and university teaching and research. At present there are active committees on the following subjects: Academic Freedom and Tenure, Freedom of Speech, International Relations, Educational Standards, Author-Publisher Contracts, Professional Ethics, Relation of Junior Colleges to Higher Education, Cooperation with Latin-American Universities, Pensions and Insurance, Preparation and Qualification of Teachers, Encouragement of University Research, Library Service, Place and Function of Faculties in College and University Government, and Economic Welfare of the Profession.

Committees of the Association have conducted studies on the following specialized subjects: Academic Freedom, College and University Teaching, Conditions of Tenure, Effect of Depression and Recovery on Higher Education, Ex-

tent of Employment of Student Assistants and the Effect on Quality of Undergraduate Instruction and on Graduate Work of the Student Assistants, Freedom of Teaching in Science, Honorary Degrees and the Basis for Conferring Them, Methods of Appointment and Promotion, Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates, Migration and Interchange of Graduate Students, Normal Amount of Teaching and Research for Professors, Place and Function of Faculties in University Government and Administration, Relation of Vocational to General Higher Education, Required Courses in Education, Requirements for the Master of Arts Degree, Requirements for the Ph. D. Degree, Status of Women in College and University Faculties, Summer School Organization, Systems for Sabbatical Years. Reports of these committees have been published in the *Bulletin* of the Association or in separate publications.

The *Bulletin* of the Association is issued bi-monthly during the academic year, in February, April, June, October, and December. It is the Association's official medium for the publication of reports of committees, officers, and chapters and is sent to all members. In it are also published articles and communications on subjects of concern to the profession.

Membership in the American Association of University Professors is open to *all* college and university teachers from the faculties of eligible institutions. The list of eligible institutions is made up primarily from the accredited lists of established accrediting agencies, subject to modification by action of the Association's Council. Election to membership is by a Committee

on Admission of Members following nomination by one active member of the Association. There are five classes of membership: Active, Junior, Associate, Emeritus, and Life. Those of immediate concern to members of the faculties of junior colleges who may wish to affiliate are Active and Junior. To become an Active member, it is necessary to hold a position of teaching or research with the rank of instructor or higher in an eligible institution. Annual dues are \$4.00, including subscription to the *Bulletin*. Junior membership is open to persons who are or within the past five years have been graduate students in eligible institutions. Junior members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

Whenever the Active members at any eligible institution number seven or more, they may organize a chapter. The principal functions of chapters are: (1) to consider questions of general interest to college and university teachers; (2) to consider current local questions of educational method or policy of professional obligation and privilege; (3) to serve as a nucleus in initiating faculty action; (4) to take action upon specific matters of Association business submitted to the chapters by the Council or the officers of the national organization; (5) to cooperate with the officers of the national organization in dealing with professional problems in order that the Association may be as representative of the profession as possible.

A national Committee on Organization and Conduct of Chapters, with membership on a geographical basis from 16 regions, maintains relations with chapter officers and assists in planning regional meetings.

At present the Association has a membership of 16,000 college and university teachers from 550 institutions in the United States and Canada and American controlled institutions abroad, which represents approximately one-fourth of all those eligible. In order that the Association may become more representative of the profession, it is highly desirable that all teachers and investigators who meet the requirements for membership affiliate. Nomination forms, circulars of information, and other information concerning the Association may be procured by writing to the General Secretary of the Association, Ralph E. Himstead, 744 Jackson Place, Washington, D. C.

#### TWENTY CONFERENCES

A series of special conferences under the auspices of the Commission on Junior College Terminal Education has been scheduled for 20 different centers for late September, October, and November. Similar conferences were held in Oklahoma, Arkansas, Minnesota, and Iowa, in May. The principal speaker at each conference will be Dr. Walter C. Eells, Director of the Terminal Education Study and Executive Secretary of the American Association of Junior Colleges.

The objects of the conferences are: (1) to interpret the need for terminal education at the junior college level; (2) to secure the judgment of junior college leaders, including both administrators and students as well as others, regarding the outstanding problems in the terminal education field; (3) to explain the procedures appropriate to a continuation of the Terminal Education Study; and (4) to discuss the desirability of further institutional cooperation in the Study.

Those invited to participate in the conferences include junior college administrators, faculty members, board members, and student representatives; also state department representatives, NYA administrators, university and college presidents, deans, and registrars, and other educators or laymen interested in the problems of terminal education at the junior college level.

A local chairman, institution, or organization has agreed to assume the responsibility for all local arrangements for each conference and for extending invitations to junior colleges, other educational institutions, and appropriate individuals in the different areas. Most of the conferences are independently organized. In several cases, however, they are being combined with the regularly scheduled meeting of a state or regional junior college organization.

Following is the schedule of conferences: Sept. 28, Boston, Mass. Sept. 30, Hartford, Conn. Oct. 5, Washington, D. C. Oct. 7, Charlotte, N. C. Oct. 8, Atlanta, Ga. Oct. 9, Nashville, Tenn. Oct. 10, Jackson, Miss. Oct. 11, Dallas, Texas. Oct. 12, Los Angeles, Calif. Oct. 17, San Luis Obispo, Calif. Oct. 19, Stanford University, Calif. Oct. 22, Portland, Ore. Oct. 24, Spokane, Wash. Oct. 26, Ogden, Utah. Oct. 28, Denver, Colo. Oct. 29, Topeka, Kans. Oct. 30, Boonville, Mo. Nov. 1, Urbana, Ill. Nov. 2, Highland Park, Mich. Nov. 13, New York City.

#### TEACHERS OF ENGLISH

This year, for the first time, the National Council of Teachers of English has taken cognizance of the unique nature of instruction at the junior college level by provision for a special section meeting on the problems of junior college English at the regular Thanksgiving meeting of the group at the Hotel

Stevens in Chicago, November 21 to 23. The junior college section will meet at 9:30, Saturday morning, November 23. It seems appropriate at this first meeting to define the exact nature and scope of English instruction at this level, insofar as that instruction has aims and methods differing from both secondary and four-year college work. For this reason, the theme of the meeting has been stated, "What is Junior College English?" Widely known leaders in English teaching at this level have been asked to present their views. As a matter of fact, the program itself is almost unique in that all of the speakers and members of the steering committee are intimately connected with the junior college movement, and represent a practical viewpoint of leaders at this level working out their own problems rather than the handing down of theory from college and university men who have little practical knowledge of the problems of the junior college. The program is as follows:

*Theme:* "What is Junior College English?"

*Presiding,* Neal M. Cross, Menlo School and Junior College, Menlo Park, California.

1. "The Unique Function of Junior College English," Marjorie Mitchell, President, Cottey College, Nevada, Missouri.
2. "Business English in the Junior College," Turner Trimble, Herzl Junior College, Chicago, Illinois.
3. "The Teaching of Literature in the Junior College," Ruth Goodrich, Fort Dodge Junior College, Fort Dodge, Iowa.
4. "Language and Communications in the Junior College," Roy Ivan Johnson, Dean, Stephens College, Columbia, Missouri.

The Steering Committee for this meeting is composed of the following members: Neal Cross, Chairman, Menlo School and Junior College, Menlo Park, California; Walter Crosby Eells, American Association of Junior Colleges, Washington, D. C.; Helena Gavin, Wilson Junior College, Chicago, Illinois; Malcolm MacLean, Hampton Institute, Hampton, Virginia; and W. J. Sanders, Visalia Junior College, Visalia, California.

NEAL CROSS

#### WASHINGTON CONFERENCE

The junior college had a prominent place on the program of the special Conference on Higher Education held under the auspices of the State College of Washington at Pullman, Washington, May 9-11. Two of the three conference leaders were junior college men—Dr. John W. Harbeson, principal of Pasadena Junior College, California; and Dr. David L. Soltau, president of Lower Columbia Junior College, Washington. The third leader was Dr. John Dale Russell of the University of Chicago.

Discussions on general education, the place of the junior college in the American program of education, the relationship of the junior college to the senior college, the needs of terminal students on the junior college level, the Pasadena Junior College experiment, and inter-institutional coordination and cooperation in higher education were the principal features of the three days.

#### NEW ENGLAND CONFERENCE

At the New England Conference on Tomorrow's Children, held under the auspices of Harvard University and the National Conference on Family Relations the last week in July, the junior college section was well attended by

delegates from all of the New England states and by visitors from many other institutions. The junior college section, under the chairmanship of President Richard P. Saunders, of New London Junior College, was concerned especially with guidance at the junior college level toward marriage and family life. Chief speakers were Dr. J. Duane Squires of Colby Junior College, New Hampshire, and Bessie B. Wessel of Connecticut College. Dr. Squires' paper will be published in a later issue of the *Junior College Journal*.

#### CONNECTICUT CONFERENCE

The first state organization of junior colleges in Connecticut was formed at a meeting held at Hartford May 16. Representatives of ten junior colleges participated. The Conference was organized as a medium for cooperation among junior colleges in the study of educational problems common to these institutions.

Discussion centered around the topics of the two principal presentations of the meeting: "Singularity in Junior College Terminal Education," by Lawrence L. Bethel, Director, New Haven YMCA Junior College; and "The Results of the Nation-wide Study of Junior College Athletics, with Recommendations on Procedure," by Alan S. Wilson, Director, Hillyer Junior College.

Officers elected for the year were: E. Everett Cortright, president of Junior College of Connecticut, *Chairman*; and Mrs. Anita Simpson, New London Junior College, *Secretary*. The Chairman was instructed to appoint two committees as follows: (1) To study athletic relationships between junior colleges and to consider how relationships in other activity areas might be established; and (2) To consider problems relating to the junior college and to formulate them

for discussion at the fall meeting of the conference.

The following junior colleges participated in the conference: Hartford Junior College, Hillyer Junior College, Junior College of Commerce, Junior College of Connecticut, Larson Junior College, Laurel Junior College, New Haven YMCA Junior College, New London Junior College, St. Thomas Seminary, and Weylister Junior College.

LAWRENCE J. BETHEL,  
*Temporary Secretary.*

#### WILLIAM WOODS ANNIVERSARY

William Woods College in Fulton, Missouri, has completed its fiftieth year. On May 27, a senior class of 96 students received their diplomas to become the fiftieth class to complete the academic requirements of the college. It was on June 11, 1891, that a group of four young women received their sheepskins as the first graduating class in the school's history.

To commemorate the completion of half a century of service as an institution of higher education the College held a Golden Jubilee celebration in conjunction with the 1940 commencement exercises. The event was scheduled from May 25 through 27, and nearly 500 former students returned to their alma mater to participate. Representatives from 49 of the 50 classes were present including Mrs. J. P. Richards of Hannibal, Missouri, who as Miss Ella Holmes was one of the original four who in 1891 received one of the first degrees conferred by the College.

Two distinguished graduates of William Woods whose careers took them to opposite corners of the continent returned to Fulton to have a significant part in the anniversary program. From New York came Mary Margaret McBride who went from Missouri to be-

come one of America's outstanding writers and radio personalities. From Hollywood, California, came Mrs. Betty Roadman, character actress with experience on both the stage and screen.

At a symbolic and impressive candle lighting ceremony tribute was paid to the seven men who have served William Woods College as president: Dr. Frank W. Allen, Dr. James B. Jones, Dr. Joseph L. Garvin, Dr. Joseph A. Serena, Dr. R. H. Crossfield, Dr. E. R. Cockrell, and Dr. Henry G. Harmon, its current president, who assumed his post in 1934. Special tribute was paid to the memory of Dr. William Stone Woods, whose generosity made possible the growth and development of the college. As a climax to the ceremony a great golden candle representing the accumulated light of half a century of service in the field of education was lighted by Miss Isabel Bryan of New York City who is co-publisher of "The Villager," famous as a small town newspaper published in the heart of a great city. This candle will be relighted at a special commencement time service each year until the college celebrates its seventy-fifth anniversary in 1965.

Significant indeed was the presence and the participation of Miss Fannie Willis Booth, alumnae hostess at William Woods, who has been a member of its staff throughout the institution's entire history. During her career with the college Miss Booth has held many important administrative and teaching positions. Her friends are legion and the influence of her personality has reached far in all directions. Mary Margaret McBride was a special pupil of Miss Booth during her undergraduate days at the College. To honor Miss Booth for her long service to the institution, the Board of Directors through its president, W. E. Jameson, himself a

member for 31 years, presented her with a gold medallion at a special ceremony during the commencement exercises.

The span from 1890 to 1940 has seen William Woods grow from an institution of 70 students to one whose yearly enrollment exceeds 300; from a plant of one building to one of fourteen; from a tract of six acres to a campus of 100 acres; from an organization of eight teachers and administrators to a staff of 59 persons. The college considers its participation in the first meeting of junior college administrators held in St. Louis, Missouri, June 30 and July 1, 1920, in which the college was represented by Dr. Joseph A. Serena to be one of the most important milestones in its history. From this meeting grew the American Association of Junior Colleges.

WILLIS R. JONES

#### NYA COOPERATION

The Administrative Committee of the Commission on Junior College Terminal Education has recently considered possible developments in junior colleges as they may be affected by the emergency of national defense. In order to canvass possible means of enlarging and improving the work of the junior colleges in this situation the Committee asked for a meeting with representatives of the National Youth Administration, the Advisory Commission to the Council of National Defense, and the U. S. Office of Education.

The meeting was held in Washington, D. C., August 8, 1940. The following persons were present:

Dr. Will W. Alexander, Administrative Assistant, The Advisory Commission to the Council of National Defense, Washington, D. C.

W. Edmund Baxter, Assistant Director, Division of Student Work and Re-

lated Training, National Youth Administration, Washington, D. C.

Dr. Doak S. Campbell, member, Administrative Committee, Commission on Junior College Terminal Education of the American Association of Junior Colleges; Dean, Graduate School, George Peabody College for Teachers, Nashville, Tennessee.

Dr. Walter C. Eells, Executive Secretary, American Association of Junior Colleges; Director, Commission on Junior College Terminal Education, Washington, D. C.

Layton S. Hawkins, Chief, Trade and Industrial Education Service, U. S. Office of Education, Federal Security Agency, Washington, D. C.

Byron S. Hollinshead, member, Administrative Committee, Commission on Junior College Terminal Education of the American Association of Junior Colleges; President, Scranton-Keystone Junior College, La Plume, Pennsylvania.

Dr. Charles H. Judd, Director, Division of Student Work and Related Training, National Youth Administration, Washington, D. C.

Dr. F. J. Kelly, Specialist in Higher Education, U. S. Office of Education, Federal Security Agency, Washington, D. C.

Dillard B. Lasseter, Deputy Administrator, National Youth Administration, Washington, D. C.

Floyd W. Reeves, Executive Assistant for Labor Supply, the Advisory Commission to the Council of National Defense, Washington, D. C.

Aubrey Williams, National Administrator, National Youth Administration, Washington, D. C.

After general discussion of various suggested means whereby junior colleges could work more effectively, both in relation to the national emergency

and a desirable long-time program for the education of youth, the following statement was agreed upon. This statement is merely suggestive and is made in the hope that junior colleges may be stimulated to immediate study of possible developments.

1. Within the provisions and limitations of already existing agencies, such as the National Youth Administration, the U. S. Office of Education, and the Civilian Conservation Corps, there is opportunity for considerable expansion or development of terminal courses in junior colleges.

2. Junior colleges should be encouraged to provide related training for NYA out-of-school projects. State administrators or the Washington office of the National Youth Administration will be glad to receive applications from junior colleges regarding opportunities available for such projects.

3. Junior colleges might well allocate a larger proportion of NYA aid to those students who are enrolled in terminal courses which may be regarded as useful in national defense. Attention is called to the fact that, within broad regulations issued by NYA, allocation of NYA funds to students lies within the province of individual institutions.

4. Junior colleges should be encouraged to give students an opportunity with the aid of NYA funds, or otherwise, to gain work experience in a variety of types of activity. Typical examples of satisfactory work projects can be found in the April 1940 issue of the *Bulletin of the National Association of Secondary-School Principals*. Copies of this *Bulletin* will be furnished gratis on request made to the Washington office of the National Youth Administration.

5. Junior colleges should be encouraged to develop short term vocational

courses for a variety of industrial needs, particularly those for which there is a specific need in relation to national defense.

6. Junior colleges should be encouraged to offer "refresher courses" of the type provided through Federal funds administered by the U. S. Office of Education under the defense training law of June 22, 1940. Significant excerpts from the text of this law are contained in a memorandum addressed to junior college administrators by Edward F. Mason on July 3, 1940. Applications should be made to State Boards for Vocational Education.

7. Junior colleges should make every effort to insure that work experience provided by the National Youth Administration or other organization funds should fit in with the educational and vocational objectives of students.

8. The importance of courses other than vocational courses should be clearly recognized. These have a very significant part in training for citizenship which is an essential phase of a complete program of national defense.

ROSCO C. INGALLS, *Chairman*  
DOAK S. CAMPBELL  
BYRON S. HOLLINSHEAD

#### FOR BETTER INSTRUCTORS

The Commission on Teacher Education of the American Council on Education is extending its activities to include the pre- and in-service preparation of junior college, senior college, and university teachers. Director Karl W. Bigelow has selected Dr. Ernest V. Hollis of the College of the City of New York to direct the undertaking.

During the Fall semester Dr. Hollis expects to visit graduate schools whose Ph.D.'s predominantly go into junior or senior college teaching and undergrad-

uate institutions that are actively promoting the in-service growth of their faculty. He invites interested junior college instructors and administrative officers to write him (744 Jackson Place, Washington, D. C.) of their programs and plans and to indicate how he may be of service. It is not the Commission's plan to conduct intensive research but rather to act as a clearing house and stimulative agent for indigenous programs already underway.

Dr. Hollis has a rich background for leadership in the preparation of college teachers. His B.S. and M.S. degrees were in botany and plant pathology, followed by a year's graduate work in history and sociology. His Ph.D. specialization was in the problems of higher education. He is a regular contributor to professional magazines and is author of the professionally important book, *Philanthropic Foundations and Higher Education*.

#### ALPHA MU GAMMA

The third convention of the collegiate foreign language honor society, Alpha Mu Gamma, was held March 17-19 at Los Angeles City College. An extensive program of business and social meetings, entertainment by the delegates in the four languages included in the organization, and excursions to places of foreign atmosphere within the city, culminated in a banquet attended by 75 student delegates, faculty sponsors, and distinguished guests.

There are now fourteen chapters of Alpha Mu Gamma in junior colleges and four-year institutions as follows, in order of organization. Los Angeles City College, California; Phoenix Junior College, Arizona; Long Beach Junior College, California; San Diego State College, California; Chico State College,

California; Santa Ana Junior College, California; St. Helen's Hall Junior College, Portland, Oregon; San Francisco State College, California; Arizona State College, Tempe; Worthington Junior College, Minnesota; Southwest Missouri State Teachers College, Missouri; Kansas State Teachers College, Pittsburg; University of California at Los Angeles; Waseda University, Tokyo, Japan.

Alpha Mu Gamma has for its aim to recognize and stimulate excellence in foreign language scholarship among college students, and to promote tolerance and understanding for foreign cultures. Students of all languages are accepted as members of local chapters, which thereby become truly international in character.

Information regarding Alpha Mu Gamma may be obtained from the undersigned.

LOREN M. HENDRICKSON,  
Corresponding Secretary.

Los Angeles City College  
Los Angeles, California

#### BETA PHI GAMMA OFFICERS

Dear Dr. Eells:

This is to acknowledge receipt of the copy of the *Junior College Directory 1940* which you sent me last month. You may be assured that I find it of great value in my work with the fraternity and I am grateful to you for sending it.

My only criticism of the *Directory* is that it lists the old officers of Beta Phi Gamma rather than those elected in November, 1939. The correct listing follows:

National President—Dr. George C. Booth, Long Beach Junior College, Long Beach, California; National Vice-President—Neil C. Cook, Phoenix Junior College, Phoenix, Arizona; National Executive Secretary—Mrs. Glenn B.

Merryfield, San Bernardino Valley Junior College, San Bernardino, California; National Chairman of Expansion—Vernon W. Taylor, Colorado Woman's College, Denver, Colorado; National Historian—Wayne L. Hodges, Pasadena Junior College, Pasadena, California.

We now have 17 chapters. The last two chapters organized since the first of this year are Rho at Louisburg College, Louisburg, North Carolina; and Kappa at Hutchinson Junior College, Hutchinson, Kansas.

Sincerely yours,  
(MRS.) GLENN B. MERRYFIELD

#### MATHEMATICS CLUBS

The editor has received the letter reproduced below from E. H. C. Hildebrandt, New Jersey State Teachers College, Upper Montclair, New Jersey. Dr. Hildebrandt is editor of the department of mathematics clubs for the *American Mathematical Monthly*. The editor has no information concerning junior college mathematics clubs other than that published in the April issue of the *Journal* concerning the one at Morton Junior College, Illinois. Officers of other clubs and anyone interested in the formation of a junior college honorary mathematics fraternity are requested to communicate with Dr. Hildebrandt.

\* \* \*

Thank you for sending me the *Junior College Journal* for April, with the story of the Mathematical Model Club in Chicago. The organization there seems to be carrying on a very active program and I hope to be able to call attention to this group in an early issue of the *American Mathematical Monthly*.

I have been very much interested in seeing more mathematics clubs organized in junior colleges. Do you know which colleges in your organization have such clubs, and if so, may I have

the names of the officers or sponsors? It would seem to me that the junior college would furnish an excellent background for such groups. I should very much like to call attention to the work carried on in these organizations in the pages of this department. Recently a request has come to me for an honorary mathematics fraternity among junior college clubs. If there are enough organizations interested in such affiliation, I should be very glad to aid in promoting these interests.

Very truly yours,

E. H. C. HILDEBRANDT

#### SOUTHERN ASSOCIATION

The Committee on Junior Colleges has considered reports from 41 of its 52 colleges. Presidents or deans of 36 of these colleges have conferred with the Committee at this meeting. In order to facilitate its work and to provide as much time as possible for conferences, the Committee on Junior Colleges has functioned as two units for much of its work. Thirteen colleges making preliminary application for membership have been represented before one section of the Committee, while reports from 23 member colleges have been handled by the other section. The Committee sat as a whole for consideration of the five colleges eligible for membership this year. So valuable have been the preliminary meetings of the Committee on Reports for the past three years, the Committee on Junior Colleges has determined to follow similar procedure during the coming year.

Eight surveys, or special studies, have been made during the year. Five of these were applied to junior colleges and three to senior colleges. The Commission has followed the plan of special studies for six years with senior colleges

applying for membership, as well as for those in academic and financial difficulties. The study plan was extended last year to apply also to junior colleges. The Commission is pleased with the results of these studies and plans to continue them.—From report of O. C. Carmichael, Chairman of Commission of Higher Education, in *Southern Association Quarterly*, May 1940.

#### PREPAREDNESS SUGGESTION

El Dorado Junior College

El Dorado, Kansas

American Association of Junior Colleges,

Washington, D. C.

Gentlemen:

Definite vocational courses fitting for employment in airplane and other factories related to the nation's preparedness program and military training of the ROTC order in our junior colleges would appear to me to be the means of fitting many young men for better service than eight months in the army. I mention airplane factories as we are only 35 miles from the factories in Wichita, and a number of our young men entered those factories last summer and this. The vocational training should be in keeping with the industries nearest to them.

Yours truly,

J. F. HUGHES

Superintendent

There are no fewer than 575 junior colleges in this land. However, a number of them are equipped with distinctly "senior" football and track squads.—Editorial note in Washington (D. C.) *Evening Star*.

## *The Junior College World*

### PROSPECTS IN NORTHWEST

The general outlook for the continued growth of the junior college movement in the Pacific Northwest seems to be favorable in most states. Only in Oregon does there seem to be little prospect of any further extension of the junior college system. Indications are that in Idaho two or possibly three more junior colleges will be formed under the new law within the next 24 months. In Montana, at least one or possibly two will be inaugurated during the present school year. In Washington, the lack of enabling legislation has prevented the formation of any public junior colleges to date. The junior colleges of the state, however, are working on legislation to be submitted at the coming legislature with the hope that something constructive can be accomplished. In the meantime, two additional Washington communities are considering the formation of junior colleges of a semi-public nature as are the existing eight in the state. Eighteen of the 24 junior colleges in the Pacific Northwest states are members of the American Association of Junior Colleges.

### EDUCATIONAL TOUR OF CHICAGO

The value of travel in the educational experience of students is recognized by all modern educators. But travel is usually expensive and few colleges can sponsor an extended educational trip. By careful planning, however, short trips can be arranged at a cost not too high for the average student.

An inexpensive two-day educational tour was completed recently by 30 students and two sponsors of the Washington Junior College, Washington, Iowa. The trip was arranged through the cooperation of the Milwaukee Railroad and the Stevens Hotel. By taking advantage of the week-end round trip rates to Chicago and the student group rates at Stevens Hotel, the entire cost of the trip, including railroad fare, hotel, meals, bus, guide service, admissions, and tips was kept below \$11 for each student. A carefully worked out schedule permitted students to visit the stock exchange, board of trade, Hull House, Jewish markets, slum clearance activities, Chinatown, stock yards, University of Chicago, Jackson Park, the Chicago Museum of Science and Industry, Merchandise Mart, National Broadcasting Company studios, Field museum, Adler planetarium, Shedd aquarium, Art Institute, and Marshall Field department store.

### DEATH OF MRS. STOCKARD

Virginia Alice Cottey Stockard, LL.D., founder and President Emeritus of Cottey College, Missouri, died at her home, Stockard Hall on the college campus July 16, 1940, age 92 years.

She attended district schools and a normal school, but for the greater part she was self educated, prompted by an insatiable desire for knowledge. As she read and studied she taught in rural schools, in Richmond College, Missouri, and in Central College at Lexington, Mis-

souri. In 1884 she founded the college which bears her name.

After reading the history of Mary Lyon's establishment of Mount Holyoke Seminary, she decided to build a school in the Middle West, that other young women might have the training which she herself had been denied. With that purpose in view she taught school for ten years and saved, (and how she must have *saved*) until she had about \$3000.

She set out then to find the location for the school of her dreams. She visited a number of towns and finally went June 10, 1884, to Nevada, Missouri. She was favorably impressed with the town and its people, and having thought out a plan of procedure, she went to the mayor and the town council and laid before them her proposition. She proposed that if they would give her the land on which to build the school she would do the rest. After consideration they agreed. She was given the ground, approximately seven acres, and on it built a square brick building two stories high.

The institution was named Vernon Seminary (Nevada is in Vernon county) and opened Sept. 8, 1884. Twenty-eight pupils were enrolled the first day, of which twelve were boarding pupils. Before the end of the school year the enrollment reached 72.

In 1886 the name of the institution was changed to Cottey Junior College for Women and in 1887, it was chartered by the state of Missouri. Mrs. Stockard gave the college to the P. E. O. Sisterhood in October, 1927. The history of the college under the administration of P. E. O. is well known and need not be retold here.

Mrs. Stockard was given the honorary degree of LL.D., by Iowa Wesleyan College in 1930.

#### PREPAREDNESS FOR WOMEN

Perhaps the first women's college in America to introduce a preparedness course is the Sacred Heart Junior College conducted by the Sisters of Mercy at Belmont, North Carolina. Realizing that women as well as men should be prepared for war, the Sisters inaugurated a program which began with the opening of school in September. Every member of the graduating class is required to take a regular credit course in hygiene and sanitation and an extra-curricular course in first aid and home nursing. Sister nurses with degrees are conducting the courses, which will be made more interesting by lectures given by prominent physicians. In seeking to preserve bodily health, the Sisters will study with the girls the effects of environment and stress scientific principles of domestic and community sanitation, water drainage and quarantine regulations. Practical hygiene is the constant objective of the course. A complete physical education course will be given by a new faculty member, Miss Catherine Bogan, from the Pennsylvania Teacher's College, West Chester. If war does come, it is the chief aim of this course to make the mercy-workers, not only skilled but strong, and to this end the new instructor will work. The Sisters of the Sacred Heart deplore war, but, if and when it comes, they intend to have their graduates "carry on" efficiently.

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#### DENOMINATIONAL COLLEGES

In 1939 denominational junior colleges, 189 in number, had an enrollment of 32,156 full-time and 2,468 part-time students with the equivalent of 2,971 full-time faculty members. They had 1,300,000 volumes in their libraries; buildings and grounds valued at \$51,-

000,000 and equipment at \$8,000,000; endowment funds of \$13,750,000 and indebtedness of \$5,500,000; total income of \$12,600,000, of which \$7,600,000 was from student fees, endowment, and gifts; total expenditures of \$12,000,000. These data are taken from the recent handbook *Christian Higher Education*, published by the Council of Church Boards of Education.

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#### SOUTHERN LIBRARY COSTS

Median library expenditures in 81 junior colleges of the Southern Association were \$1,090, varying from a maximum of \$4,296 to a minimum of only \$118. Expenditures per student varied from \$33.96 to \$0.04, with a median of \$6.09. These data are taken from a report published in the May, 1940, issue of the *Southern Association Quarterly*.

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#### ABBEY PLEDGES ITS SUPPORT

The exigencies of the time, the threatening danger from Europe, the process of national defense, and the place of educational institutions in this program of national emergency, make every American college conscious of its relation to the public safety. Belmont Abbey College is well aware of the fact that, though it is a private institution conducted by the Benedictine Monk-teachers whose motto is Pax-Peace, it has a duty to its students, their parents and the other citizens of our country. In this respect the Abbey pledges its whole resources to the preservation, the integrity, and the protection of our country. In whatever way it can assist, it is ready now, to do so.

The nature of an educational institution in itself is not such as to impose actual and immediate combat preparation on its student body. The quiet and

peace requisite for academic study is antithetical to the hurly-burly and impersonal grind of camp life. But patriotism and a consciousness of duty to the soldiers of the future who are now enrolled at Abbey has urged the college administration not to sit supinely by while mouthing sonorous words of "My Country, My Country," and, despite all inconveniences and academic inconsistencies, to give some practical and immediate defense technique to its students. Mere expressions of patriotism are not sufficient, hence plans are underway to cooperate fully with the government to train American youth, not only to cherish its democratic freedom, but to defend it if necessary.—From the July issue of the Belmont Abbey College *Bulletin*.

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#### SUMMER RANCH CAMP

Virginia Intermont College's summer ranch camp in the Holston Valley, Virginia, reports the most successful season it has ever had. Activities included horseback riding, hiking, swimming, theatricals, stunts, dancing, and campfires. Miss Marguerite Pflug, dean of Virginia Intermont, acted as director. She was aided by a staff of 19 assistants.

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#### NO NEW ROTC UNITS

An effort of Governor Jones, made at the request of E. W. Montgomery, president of Phoenix Junior College, to obtain a Reserve Officers Training Corps for the college this fall, met with failure yesterday.

Henry L. Stimson, secretary of war, advised the governor that establishment of a unit at the college could not be made.

"The War Department does not contemplate the establishment of new units of the ROTC at this time at any of the

many schools desiring such training," he informed the governor. "This is based on the fact that officer personnel required cannot be spared from necessary duty with combat forces."—Phoenix (Arizona) *Republic*.

#### WILLIAMSPORT-DICKINSON

Williamsport-Dickinson Junior College, Pennsylvania, announces the election of seven new faculty members for the year 1940-41. Two new positions were created. One is an assistantship in the art department and the other is an additional instructorship in the English department. Dr. Paul I. Miller of State College will head the history department, Dr. George A. Dunlap of Philadelphia the English department, and William C. Hancock will be an additional instructor in the English department. Miss Mary E. Harvey of Williamsport will be chief librarian of the Edward J. Gray Memorial Library, and Miss Wilma Tyson of Philadelphia will teach speech and dramatics. Mrs. Harriet H. Babcock of Chicago will head the secretarial science department. Williamsport-Dickinson's enrollment, which has been increasing for several years, probably will be in excess of 400 this year. With the opening of college September 17 the new fine arts building, housing the art and music divisions, was used for the first time. More than \$5000 worth of improvements have been made in the main administration building with the installation of modern study, locker and rest rooms for day students.

#### HANGAR AS WORKSHOP

At Boise Junior College, Idaho, an old hangar abandoned when the junior college occupied the site of the former airport, has been converted into a workshop for NYA students. Here, under

the supervision of a carpenter who is also a college graduate, six to eight youths of the roster of 17 labor 60 hours a month. Out of materials furnished by the college and with equipment from the same source the boys fashion laboratory, library and engineering tables, and typing and shorthand stands. The college pays the salary of the supervisor, the government pays the NYA crew. One lot of 95 tables was constructed. Thus 17 boys, only one of whom had any previous experience, are getting paid to learn useful trades, wood-working and painting, while the college gets its rooms filled with neat, new tables.

#### NEW PLANT FOR VISALIA

Visalia Junior College, California, opened this fall in its new plant, upon which construction has been in progress for a year. Three units have been completed, designed to accommodate 1,000 students, at a cost of \$342,000. They consist of a shop building; an administration building housing offices, library, laboratories, and class rooms; and a large gymnasium. Plans have been drawn to permit an expansion of the plant to accommodate 2,000 students.

#### CONCENTRATION CAMP

A long stretch in an Italian concentration camp rather than a teaching berth at Wentworth Military Academy, Missouri, is the fate assigned to Dr. Henry Ludmer, a refugee professor from Czechoslovakia, who was added to the Wentworth faculty last spring. He is an eminent scholar and journalist and former University of Prague professor. Doctor Ludmer, doctor of laws from the University of Prague, was let out from his teaching post during the Hitler purge. He was in Italy waiting for the

Polish quota to allow him to sail for the United States, but when Italy joined Germany in the axis blitzkrieg, Ludmer was placed in a concentration camp for "political reasons."

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#### DEATH OF DEAN AUGUR

Rev. Julius S. Augur, director of educational work at the Hartford, Connecticut, YMCA from 1928 until 1938, and dean of the evening division of Hillyer Junior College since then, died August 13, at the age of 59 years. Dean Augur was a member of the class of 1913 at Yale University. After a number of years as educational director at the Holyoke, Massachusetts, YMCA, he spent a decade in missionary and educational work in the Philippine Islands. He became director of Hillyer Institute in 1928; and in 1938, when the school added a day division and became a junior college, he assumed the duties of dean of the evening division. The vacancy caused by his death has been filled by the appointment of Tyrus Hillway.

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#### RADIO AUTHORS

Professors Herbert E. Welch and George Eby of the Department of Technology in Stockton Junior College, California, are the authors with Herbert M. Watson of Berkeley of a new text book entitled *Understanding Radio*. The book covers radio circuits and principles from wave motion through the use of d.c. and a.c. tubes, to power supplies and speakers. The work is developed for the needs of semi-professional students preparing to be operators and technicians in the many fields for which radio is basic; such as, operators in commercial radio, picture transmission, audio-sound technicians, public address equipment, home radio servicing. The

book will be used extensively in the vocational work in Stockton Junior College.

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#### PHI RHO PI CONVENTION

The 1941 national convention of Phi Rho Pi, national junior college forensic society, will be held at Charlotte, North Carolina, April 7-10, 1941, under the sponsorship of the chapters of the Southeastern Division of the organization. Dr. Warren Keith of Winthrop College, who has directed the Annual Dixie Tournament at Rock Hill, North Carolina, has been engaged as tournament director. It has also been voted to have an event next year in radio speaking, the details of which will be announced later.

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#### PROPERTY VALUE

Reports from 352 junior colleges recently received by the U. S. Office of Education show that these institutions own property valued at more than \$117,000,000. Of this sum, 144 publicly controlled institutions report \$48,000,000 while 208 under private control report \$69,000,000. The grounds of the 352 junior colleges are valued at \$15,000,000; their buildings at \$83,000,000; and their equipment at \$15,000,000. Unexpended plant funds amount to almost \$4,000,000. The publicly controlled institutions report endowment funds of \$677,000; the privately controlled ones of \$13,000,000. These figures were compiled by Henry G. Badger, associate specialist in educational statistics.

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#### COOPERATIVE PLAN

A junior college on a cooperative basis has been organized by the administration of Jacob Tome Institute, Port Deposit, Maryland. The first year's work will be more or less conventional in type and full-time attendance will be required.

Two years, however, will be necessary to complete the second year of the college course. Eight weeks of attendance will be followed by eight weeks in industry. "A" and "B" divisions limited to 25 men each will share jobs on this alternating plan.

#### SAN FRANCISCO PLANT

Three thousand young people gathered for the first time Monday morning, August 26, on the 56 acre campus of San Francisco Junior College. Converging on Balboa Park, Ocean and Phelan Avenues, the 3,000 students turned their backs on 23 separate locations in which junior college classes have been held throughout San Francisco for the past five years. Three permanent separate buildings, toward the permanent group to be erected, greeted the students—the main science building and two gymnasiums, representing a total investment of two million dollars. Registration for this semester is limited to 3,000 students by order of the Board of Education, but will be increased as further facilities are available, according to public needs.

#### YAKIMA GIFT ANNOUNCED

Citizens of Yakima Valley are rejoicing in the announcement of a gift of \$113,000 toward a new building to house Yakima Valley Junior College, the quasi-public institution organized in 1928. This notable gift will permit the construction of a new building estimated to cost between \$175,000 and \$200,000 on a new 10-acre site. Plans for the building have already been developed according to the dean, Miss Elizabeth Prior. The gift resulted from a bequest by A. E. Larson to the City of Yakima for the purpose of a public art gallery and museum. The city commissioners, however, rejected the gift and released

it for "some educational or charitable purpose" in the city. In accordance with the wishes of Mrs. Larson the gift was then offered to the board of trustees of the junior college for use in the erection of a new building, with the provision that "at least one room be devoted to the purpose of a museum to be named Larson museum." Editorially the *Yakima Republic* says: "Mrs. Larson and the persons who worked with her in bringing about the adjustment are entitled to whole hearted appreciation from the people of the entire valley. It will make certain the future of an institution which has made an enviable record in the educational field." The architect's plans call for an L-shaped unit, the main part of which measures 248 feet in length and 58 feet in width. The wing will be a gymnasium measuring 83 by 67 feet.

#### CALIFORNIA FEES

In a sweeping opinion by Attorney General Earl Warren of California the following types of fees are ruled to be illegal in any of the public junior colleges of the state:

1. Registration fees.
2. Fee for catalogue and courses.
3. Fee for any text or photograph for use in a personnel or guidance program.
4. Fee to evaluate credentials from other institutions.
5. Fee for an examination in any subject.
6. A late registration or program change fee.
7. Any charge for towels, etc., if necessary to follow any required physical education course, although the district might require a student to furnish or pay the cost of such incidentals if their need is occasioned by his use of the gymnasium or other facility for purely recreational or extra-curricular courses.

8. Fee for materials, supplies for laboratory use if required as part of the course taken.

9. Fee for the issuance of a diploma or certificate.

10. A fee for any insignia required to be worn in any compulsory ROTC training.

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#### MATHEMATICS AWARD

John Strong, a freshman student at Phoenix Junior College, Arizona, received the annual differential calculus award, a book given by the head of the junior college department of mathematics, Dr. R. J. Hannelly. The book, "Solid Analytical Geometry and Determinants", by Arnold Dresden, was presented to Strong for making the highest grade in a "power test" in differential calculus. A similar award will be made in years to come to the outstanding freshman student in that course.

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#### WASHINGTON'S FAILURE

Washington's failure to develop junior colleges is called to attention in the recent *Junior College Directory*, which lists an enrollment of only 1,191 students in this state as compared with an enrollment of 73,000 in California.

The junior college is one of the gratifying developments in the organization of education. It means a continuation of training after high school for many students who otherwise would be compelled to give up any ambition for higher education. It offers many smaller communities opportunities to build up, and take pride in, their own educational centers.

The junior college plan was one of those recommended for development in the state school survey conducted two years ago under the sponsorship of the state planning council. Unfortunately,

however, the 1939 legislature took virtually no action designed to carry out the proposals recommended by the experts.

Too much time and thought were put into the study to merit such treatment. And public opinion certainly demands that Washington's school system as a whole be brought in line with all worthwhile modern developments.—Editorial in *Seattle Post-Intelligencer*.

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#### EX-STEPHENS 1930-1934

At Stephens College, Missouri, a recent study of graduates and former students, now married, who left the college between 1930 and 1934, is thus summarized in the *Stephens College Alumnae News Bulletin*:

The typical girl went on to school after Stephens and took at least a four-year degree. She met the man she finally married in her own home town, dated him a year before she became engaged, and then waited two more years before getting married.

At the time of her marriage the girl was twenty-three years old. Her husband was twenty-four to twenty-seven. He had at least a four-year college degree and was a professional man. (Among the professions he was most likely to be an engineer, 28%; teachers, 18%; lawyers, 13.5%; doctors, 9.2%.) The husband of the typical girl earned \$100 to \$124 a month during the first year of their marriage. The girl did not work, and neither his nor her family contributed to their support. The second year he had a raise.

The couple now have one child, which arrived in the third year of their marriage, and live in a town in the middle west. The husband's salary has tended to continue to increase.

### POPULAR IN SOUTH CAROLINA

In South Carolina at the beginning of the last decade there was begun an experiment over which wiseacres shook their heads. It had become a tradition in the state that a college education must include four years of study. There was magic in the number four which could not be ignored. The fact that Mary or John might not care to remain in college for four years was entirely ignored.

In 1930 Anderson College proposed to set up a junior college. At the head of this new type of institution was a woman, President Annie D. Denmark. She knew from statistics that over 50 per cent of the students who started to college did not continue for more than two years. She believed that a college education was made to fit the needs of the student rather than that the student was made to fit a standardized type of education which must include four years of training.

Today many of those who shook their heads in dismay at the junior college idea in this state are hearty in their approval. The junior college, which had been successful for a long time in the West and Middle West, has been made popular in South Carolina.—Editorial in Anderson (South Carolina) *Daily Mail*.

### PARIS GYMNASIUM

At Paris Junior College, Texas, a WPA grant has been made for the construction of a gymnasium for the college.

### SPEECH ASSOCIATION

The president of the Western Association of Teachers of Speech is J. Richard Bietry of Los Angeles City College; the executive secretary is Robert D. Clark of Stockton Junior College; William Kauffman of Gila Junior College, Arizona, is the representative on the

Executive Council from the junior college level. Mr. Clark is also editor of the Association's journal *Western Speech*.

### CONNECTICUT OFFERINGS

In a 44-page booklet the Junior College of Connecticut announces an extensive group of evening classes for 1940-41. A faculty of 32 offers work in English, French, Italian, Spanish, mathematics, biology, chemistry, physics, aviation, architectural drawing, psychology, social studies, commerce and business, art, health, and photography.

### CATHOLIC JUNIOR COLLEGES

The number of Catholic junior colleges has increased from 21 in 1928 to 33 in 1938, according to a recent report of the National Catholic Welfare Conference. Seven of the institutions are for men, 26 for women.

### NEW JERSEY SUPPORT

Boards of freeholders are authorized to make appropriations for and pay funds to any junior college organization within their territory for maintenance, support, and operation according to Chapter 66 of the new law of 1940 as enacted by the state legislature.

### AVIATION COURSES

Nine junior colleges in three states are giving special courses in some phase of aeronautics with the aid of federal grants administered in accordance with the Smith-Hughes and George-Deen acts, according to a recent bulletin of the United States Office of Education. Seven of these institutions are in California—Modesto, Chaffey, Pasadena, Pomona, Sacramento, San Diego, and Santa Monica junior colleges. The others are the

Southern Branch of the University of Idaho at Pocatello, Idaho and the State School of Science at Wahpeton, North Dakota.

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#### APPOINTED NEW DEAN

Philip H. Hensel, associate professor of management, University of Toledo, has received an appointment as dean of the new College of Business Administration, Worcester, Massachusetts, Junior College of the YMCA.

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#### 20,000 VISITORS

Approximately 20,000 high school seniors, alumni, and friends visited Los Angeles City College at its sixth annual open house on April 26.

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#### PHI THETA KAPPA

Valley Forge Military Junior College, Wayne, Pennsylvania, has recently established the Gamma Epsilon Chapter of the Phi Theta Kappa national honorary scholastic society. Five sophomores were installed as charter members, four freshmen were elected to membership, and three faculty members were given honorary membership. The Valley Forge Military Junior College is the third military institution to establish a chapter of Phi Theta Kappa.

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#### HONOR FOR PRESIDENT LONG

Signalizing the completion of twenty years of service as president of Williamsport-Dickinson Junior College, Pennsylvania, President John W. Long was honored at the June commencement exercises of Western Maryland College with the honorary degree of doctor of laws.

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#### CREATIVE ARTS DAY

Hockaday Junior College, Texas, sponsored the first joint creative arts day

for the junior colleges of Texas on May 3. Faculty and student representatives were present from Hardin Junior College, Paris Junior College, Our Lady of Victory College, and Hockaday Junior College. Guest speakers included Stanley Vestal, of the University of Oklahoma; Patrick Moreland, poet; Ann Pence Davis, novelist; and President Hubbard, of Texas State College for Women. Exhibitions were presented in the fields of book collections, art, dancing, music, and dramatics. Because of the enthusiasm created for this emphasis on cultural aspects of education, Hockaday is suggesting to all junior colleges in the state that they schedule a local "Creative Arts Day" next year, and that faculty and student representatives who excel in cultural activities meet on the Hockaday campus for the second statewide creative arts day in May, 1941.

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#### PRESIDENT MORRIS RESIGNS

Andrew F. Morris, for the past ten years president of Hannibal-La Grange College, Missouri, resigned at the close of the year 1939-40.

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#### ESSEX PRESIDENT

Adolph M. Koch, formerly dean of Essex Junior College, New Jersey, has been made first president of the institution.

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#### NEW MINNESOTA COLLEGE

The number of public junior colleges in Minnesota has been increased from twelve to thirteen this fall through the organization of International Falls Junior College.

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#### HARDIN PENCIL POINTS

The Pencil Points Club of Hardin Junior College, Texas, has produced an unusual publication consisting of 24 sketches of college life and activities.

## *From the Secretary's Desk*

### ANNUAL MEETING

As announced in the September issue of the *Journal*, the twenty-first annual meeting of the American Association of Junior Colleges will be held at the Stevens Hotel, Chicago, February 27 to March 1, 1941. The highlight of the meeting will be the banquet address by President Robert M. Hutchins of the University of Chicago. Due to the facts that the University of Chicago will be celebrating its fiftieth anniversary, that its first president, William Rainey Harper, is frequently spoken of as the "father of the junior college," and that President Hutchins has taken such a direct personal interest in junior college development, his address should be particularly significant.

The addresses and discussions of the various sessions will center around two particularly timely topics, the relation of junior colleges to problems of national defense, and junior college terminal education.

This year for the first time a series of subject matter programs will be organized particularly for instructors. Tentative plans provide for two sessions, Friday and Saturday, for those interested in each of the following fields: English, foreign languages, social studies, sciences, mathematics and technology, library, guidance, business education, home economics, music, art, physical education, speech, and journalism.

The Illinois Association of Junior Colleges has appointed the following Committee on Arrangements: Dean William

H. Conley, Wright Junior College, *chairman*; Dean Walter B. Spelman, Morton Junior College; and Dean Albert G. Dodd, Morgan Park Junior College. Subcommittees will be appointed to care for hospitality, registration, college exhibits, Thursday evening reception, publicity, attendance, music, student representation, and subject matter fields.

### TERMINAL STUDY

A meeting of the Administrative Committee of the Commission on Junior College Terminal Education was held at Denver July 13-14. A meeting of the entire Commission was held at Chicago, August 31 and September 1. The principal purpose at both meetings was to consider the form and content of a request for an additional Foundation grant to carry the Terminal Study beyond the initial exploratory year. It is expected that such a request will be made in December.

Arrangements were made for the publication of three monographs growing out of this year's study, *The Literature of Junior College Terminal Education*, *The Present Status of Junior College Terminal Education*, and *Why Junior College Terminal Education*. Manuscript of the first of these is now complete and is being prepared for the press. It should be available for distribution in December. Much progress has been made on the other two monographs which will be published early in 1941.

To fill the vacancy caused by the resignation of Dr. David L. Soltau of Lower

Columbia Junior College, Washington, as a member of the Commission, Pres. Eugene B. Chaffee of Boise Junior College, Idaho, was elected. He represents the Northwest Association of Junior Colleges. L. L. Medsker of the Chicago junior colleges was added to the membership of the Administrative Committee so that the North Central Association might have representation on that Committee.

#### GROUP SUBSCRIPTIONS

Attention of administrators in member institutions is called at the beginning of the college year to the opportunity for group faculty subscriptions at half price. Last year more than 50 junior colleges took advantage of the group subscription plan giving over 600 junior college instructors in these institutions their own individual copies of the *Journal*.

Conditions as set up by the Executive Committee of the Association are as follows: (a) In junior colleges with 20 staff members, or less, at least half of the staff members shall be included in the group; (b) In junior colleges with more than 20 staff members, at least ten staff members shall be included in the group; (3) Payment is to be made in a single check, sent directly to the Association; (4) All copies of the *Journal* each month will be sent in one package to a single address, to be distributed locally.

One junior college with 23 faculty members has just sent in a group subscription for 23 copies. This represents an ideal situation. May many other institutions follow the example of this Texas junior college. A few institutions have found it desirable to include members of their board of trustees in the

group subscription plan. Many others might find it worth while to use this method of keeping their boards of control in closer touch with the broader aspects of the development of the junior college movement.

#### UNIVERSITY PROFESSORS

Attention of instructors in regionally accredited junior colleges is called to the statement on another page concerning their eligibility for membership in the important professional organization, the American Association of University Professors. This is a matter which has been under consideration for several years. Its recent final approval in the form reported is a distinct recognition of the equality of junior college instructors with other instructors of students of freshman and sophomore level in the accredited universities of the country.

#### TERMINAL BIBLIOGRAPHY

Miss Lois Engleman, librarian of Frances Shimer Junior College, who was on leave of absence for six months to work at the Washington office on the compilation of the bibliography on terminal education, *The Literature of Junior College Terminal Education*, completed her work the last of August and returned to Frances Shimer. The bibliography is intended to be a complete index to all published material and to unpublished theses which refer in any significant way to terminal education in the junior college. It consists of more than 1,400 fully annotated titles, conveniently classified into almost 100 subject matter groups. A comprehensive index will add greatly to the usefulness of the volume. Publication is anticipated in December.

## Judging the New Books

C. A. PHILLIPS, *Curricular Offerings of the Accredited Junior Colleges and the Certificate Privilege Junior Colleges in the State of Missouri During the Years 1930 to 1939, Inclusive.* (University of Missouri, Columbia, Missouri), 1940. 110 pages (mimeographed).

This extensive statistical tabulation of data reports the number of semester hours offered in each course for each of the last ten years in each of the 15 fully accredited and three certificate privilege junior colleges which have been approved by the University of Missouri for each of the ten years under study.

Institutions included are the following: Christian, Cotter, Hannibal-La-Grange, Jefferson City, Flat River, Kansas City, Kemper, Moberly, St. Joseph, St. Teresa, Southwest Baptist, Stephens, Trenton, Wentworth, William Woods, Conception, Iberia, and Monett.

It would be of great value if similar compilations could be made of changes in curricular offerings in other states where the junior college has had significant development.

In Missouri, it is shown, in 1930 the median number of semester hours offered by the accredited junior colleges was 197, ranging from 121 at Trenton to 425 at Stephens. In 1939 this median had increased to 277, ranging from 130 at Trenton to 595 at Stephens. Percentage of increase ranged from 7 per cent at Trenton to 84 per cent at Kemper, with an average increase of 40 per cent.

In terms of subject fields the most

remarkable increase was noted in commercial education. In 1930 only 12 hours were given in seven institutions; in 1939 this amount had increased to 180 hours in 15 institutions—an increase of almost 1400 per cent. Other notable percentage increases were in religious education with 113 per cent; philosophy with 83 per cent; music with 72 per cent; and art with 71 per cent.

The subjects which are classified as vocational (commercial education, education, engineering, and home economics) comprised 11 per cent of the total offerings in 1930; 14 per cent in 1939.

CHARLES B. SHAW, *A List of Books for College Libraries, 1931-38.* American Library Association, Chicago, 1940. 284 pages.

Every junior college librarian should be familiar with Shaw's *List of Books for College Libraries*, published in 1931, and with Mohrhardt's later *List of Books for Junior College Libraries*. Both of these lists, however, as well as any other similar ones suffer from obsolescence on account of the rapidity with which new titles are constantly appearing. This fault is remedied in part, at least temporarily, by the appearance after nine years of this supplement to the original Shaw list. The supplementary volume contains approximately 3,600 titles, with the same general classification and percentage distribution as in the original. A particularly valuable new feature is the inclusion of references to sources of reviews of many of the titles listed. All books definitely known to be out of print

at the time of compilation are excluded. Junior college librarians should find this volume a valuable supplementary tool, particularly until a similar revision of the Mohrhardt list may be undertaken. A limitation of both Shaw and Mohrhardt lists, from the standpoint of an increasing number of junior colleges, is that they are limited almost completely to the academic fields. Junior college librarians, in particular, need a similarly constructed list of titles for the important semiprofessional fields.

WALTER L. WILLIGAN and JOHN J. O'CONNOR, *Sociology*. Longmans, Green & Co., New York, 1940. 387 pages.

This book is dedicated to the conviction that Catholic educators must focus attention upon a teaching objective which differs in essence from any purpose served by non-sectarian instruction. For example, elementary work in sociology, it is held, should be directed toward imparting a truly Catholic conception of the individual's role in society processes. To this end, the authors present a treatment of fundamentals radically different from those in general use. Up-to-date material is abundant. There is a sane, balanced discussion of race, birth control, euthanasia, sterilization and other controversial matters. Urban and rural life are both presented, with supporting data drawn from government reports and research findings. Such aspects of the current scene as labor struggles and socialized medicine receive careful attention.

EDUCATIONAL POLICIES COMMISSION, *Education and Economic Well-Being in American Democracy*. Educational Policies Commission, Washington, D. C., 1940. 227 pages.

This volume, the fourth in the significant series interpreting "Education in American Democracy," deals with the

significance of increased amounts of education upon the economic life of the nation. It also considers the relationships of education to the production and the consumption of economic goods and services, as well as the problems and costs of making education effectively free for every child. It is written by Dr. John K. Norton with advice and assistance from the Educational Policies Commission and from economic experts.

ALICE D. MILLER and SUSAN MYERS, *Barnard College: The First Fifty Years*. Columbia University Press, New York, 1939. 194 pages.

Barnard College was established in 1889. After fifty years of noteworthy service for the education of women under a plan of coeducation but not co-instruction under the auspices of Columbia University, this volume appears to tell the story of these eventful years. Eleven chapters trace the development decade by decade. Many alumnae of the institution collaborated in gathering the material for the authors. Since Barnard's influence on education has been nationwide, this history of the first fifty years will be revealing and stimulating reading to many persons outside of Barnard's own family of loyal alumnae.

CHAUNCEY S. BOUCHER and A. J. BRUMBAUGH, *The Chicago College Plan*. University of Chicago Press, Chicago, 1940. 413 pages.

So much has been said and written about the "New Plan" at the University of Chicago in the ten years since its inauguration in 1931 that there is no need to refer to its basic philosophy or even its policies. Experience has, however, pointed the way to certain changes in procedures, and educators will be glad to have the factual details reported in this volume which has been fully revised and enlarged by Dean Brumbaugh. The

passage of five years since the publication of Dr. Boucher's first report has made it possible to measure student achievement more accurately; and from the viewpoint of several years out of college the student is able to look back upon the whole program and evaluate what it did for him, both in school and later. The chapter on "Student Evaluation of the Program" is entirely new—1,065 students supplied the information. Other new material is in the chapters on "The Comprehensive Examinations," "Student Guidance and Personnel Work," "Special Instructional Material," "Examination Results," and "The Four-Year College."

CHARLOTTE CROCKER, VICTOR A. FIELDS, and WILL BROOMALL, *Taking the Stage*. Pitman Publishing Corporation, New York, 1939. 339 pages.

In this volume techniques vital to the actor are fully treated, with special emphasis on solo acting. Aspiring student actors, drama and oral interpretation classes, radio aspirants, and community theatres will find a modern interpretation of solo acting in all the forms. Ten complete and original monodramas provide ample material for mono-acting and for dialect.

#### NEW PUBLICATIONS RECEIVED

B. H. BODE, *How We Learn*. D. C. Heath & Co., Boston, 1940. 308 pages.

THOMAS H. BRIGGS and others, *The Emotionalized Attitudes: The Contribution of Research to Teachers Concerned with Learning, Conduct, and Character*. Bureau of Publications, Teachers College, Columbia University, New York, 1940. 107 pages.

J. HARVEY CAIN, *Auditing of Colleges and Universities*. American Council on Education, Washington, D. C., March 1940. 77 pages.

M. M. CHAMBERS, *The Community and Its Young People*. American Council on Education, Washington, D. C., 1940. 38 pages.

WILBUR F. CROOK, *Do You Want to Become a Banker?* Frederick A. Stokes Co., New York, 1939. 179 pages.

DAVID R. CURTISS and ELTON J. MOULTON, *A Brief Course in Trigonometry*. D. C. Heath & Co., Boston, 1940. 135 pages.

EDUCATIONAL POLICIES COMMISSION, *On Our Way: An Educational Revue*. Two volumes, words and music. Educational Policies Commission, Washington, D. C. 58 and 48 pages.

WILLIS A. ELLIS, *Word Ancestry*. American Classical League, New York University, New York, 1939. 64 pages.

*Endowment Investments and Income, 1926-1939*. Financial Advisory Service, American Council on Education, Washington, D. C. April 1940. 28 pages.

HAMDEN L. FORKNER, AGNES E. OSBORNE, and JAMES E. O'BRIEN, *Correlated Dictation and Transcription*. D. C. Heath & Co., Boston, 1940. 545 pages.

ROBERT M. GAY, MODY C. BOATRIGHT, and GEORGE S. WYKOFF, *Freshman Prose Annual*. Houghton Mifflin Co., Boston, 1940. 160 pages.

HELEN B. GOETSCH, *Parental Income and College Opportunities*. Bureau of Publications, Teachers College, Columbia University, New York, 1940. 157 pages.

WILSON L. GODSHALL, *Map Studies in European History and International Relations*. Houghton Mifflin Co., Boston, 1940. 46 pages and 35 outline maps.

CARTER V. GOOD, L. A. PECHSTEIN, and GORDON HENDRICKSON, Abstracts: *Graduate Theses in Education*. Vol. III. Teachers College, University of Cincinnati, Cincinnati, Ohio, 1940. 251 pages.

C. HARTLEY GRATTAN, *The German White Paper; Full Text of the Polish Documents*. Howell, Soskin & Co., New York, 1940. 72 pages.

E. D. GRIZZELL (Director), *Educational Studies and Their Use*. American Council on Education, Washington, D. C., January 1940. 76 pages.

WILLIAM S. HENDRIX and WALTER E. MEIDEN, *Beginning French: A Cultural Approach*. Houghton Mifflin Co., Boston, 1940. 408 pages.

HENRY H. HILL (Chairman), *Safety Education*. Eighteenth Yearbook. American Association of School Administrators, Washington, D. C., 1940. 544 pages.

RUTH KOTINSKY, *Adult Education Councils*. American Association for Adult Education, New York, 1940. 172 pages.

PAUL N. LANDIS, *Freshman Composition*. D. C. Heath & Co., Boston, 1940. 389 pages.

CARLETON D. MASON, *Adaptation of Instruction to Individual Differences in the Preparation of Teachers in Normal Schools and Teachers Colleges*. Bureau of Publications, Teachers College, Columbia University, New York, 1940. 279 pages.

## Bibliography on Junior Colleges\*

3782. WOOD, JAMES M., "The Recruiting Problem," *Journal of Higher Education*, 10:412-16 (November 1939).

Includes a description of six different types of activity carried out by the field representatives of Stephens College.

3783. WOOLF, MAURICE D., "Some Aspects of Guidance at Stephens College," *The Bulletin for Institutions of Higher Learning of the Catholic University of America*, 2:2-3 (February 1940).

Abstract of article by same author in *Junior College Journal* (December 1939), 10:185-90.

3784. ABRAMS, RAY (Miss), *A Commercial Curriculum for Postgraduates* (Monograph 32), South-Western Publishing Company, Cincinnati, 1936. 32 pages.

Based in large part on survey of business opportunities in New Orleans to be served by Joseph A. Maybin School for Graduates. Treats occupational opportunities, duties of employees, and curriculum. "We are pioneering. There is little literature on the subject of commercial education on the junior college level; little of real accomplishment; so we are unhampered by prejudice, precedent, or convention . . . Planning commercial education on the junior college level, for a selected group of students already provided with the background of cultural, informational education, is lifting this field of training from a theoretical to a utilitarian state."

3785. AMSDEN, M. R., and MORSE, S. W., "Chemistry in Public Junior Colleges," *Journal of Chemical Education*, 17:31-35 (January 1940).

\* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

Compares conditions now with similar study made by same authors 10 years ago. Based on study of catalogs of 106 institutions. All offer chemistry. Median hours 21 compared with 16 ten years ago. Finds that 35 per cent of institutions give more than one course to meet local needs compared with 32 per cent ten years ago. Work in allied fields of German and physics now adequate and decidedly increased over ten years ago.

3786. BALANCE SHEET, "Junior Colleges Growing," *Balance Sheet*, 21:359 (April 1940).

Data on growth of the junior college movement 1939-40.

3787. BOUCHER, C. S., "Some Current Educational Problems and Some Possible Readjustments," *North Central Association Quarterly*, 14:362-84 (April 1940).

"It seems that we need a revival of the basic idea of the old finishing-school . . . There seems very definitely to be an appropriate place for occupational completion (or vocational terminal) courses at both the high school and junior college levels." Presents in considerable detail accounts of terminal programs at Pasadena Junior College, California; North Dakota School of Science; the Mississippi public junior colleges; and quotes Grand Rapids recommendations of the American Association of Junior Colleges.

3788. BRANSCOMB, HARVIE, *Teaching with Books: A Study of College Libraries*, American Library Association, Chicago, 1940. 240 pages.

Includes some consideration of the library system at Stephens College, Missouri. For general review see *Junior College Journal* (April 1940), 10:472.

3789. BREWINGTON, ANN, "Bibliography on Money Management for High School and Junior College," *National Business Education Quarterly*, 8:41-47 (December 1939).

Annotated bibliography which includes

section of 11 titles on "Junior College Textbooks and Classroom Materials."

3790. BRUMBAUGH, A. J., and HAGGERTY, W. J., "Curriculum and Instruction in Higher Education," *North Central Association Quarterly*, 14: 393-419 (April 1940).

Based in large part upon reports from 276 accredited higher educational institutions (including junior colleges) in North Central Association, and upon opinions from 106 individuals, including 11 in junior colleges. "Approximately two-thirds of the group believe that terminal vocational courses at the junior college level should be offered in junior colleges. . . . The average number of courses offered in junior colleges is 74, ranging from a minimum of 21 to a maximum of 129." Tabulates percentage of junior colleges with vocational offerings in 18 fields.

3791. BUSINESS EDUCATION WORLD, "Enrollment in Junior Colleges," *Business Education World*, 20:734 (April 1940).

Report on the growth of the junior college movement during the past year.

3792. CALIFORNIA SCHOOLS, "Grant for Junior College Study," *California Schools*, 11:108-09 (March 1940).

Announcement of grant for the new terminal study.

3793. CARLETON, R. K., "Chemistry in Public Junior Colleges," *Education Abstracts*, 5:87 (March 1940).

Abstract of article with same title by M. S. Amsden and S. W. Morse. See No. 3785.

3794. CHADWICK, R. D., *The Duluth Junior College*, Duluth, Minnesota, 1939. 31 pages. (Mimeographed).

Annual report of the dean of Duluth Junior College to the city superintendent of schools. Deals especially with means for faculty self-improvement, development of new terminal curricula, and judgments of educators on the significance of the junior college movement.

3795. CHAMBERS, M. M. (Editor), *Eighth Yearbook of School Law*, American Council on Education, Washington, D. C., 1940. 186 pages.

Includes discussion of two junior college

cases, one involving effort of an Illinois junior college to purchase library and equipment of a private junior college under a joint use agreement (pp. 71, 148); the other taxation exemption of Mt. Vernon Seminary, Washington, D. C. (p. 141).

3796. CHAPMAN, CAROLYN E., and WEST, ELMER D., "Experience Beyond the Classroom," *National Business Education Quarterly*, 8:25-26, 42-44 (October 1939).

Description of operation of "winter project period" at Stoneleigh Junior College, New Hampshire, during which students in semiprofessional fields obtain working experience in commerce and industry.

3797. CHRISTIAN COLLEGE, "What Shall I Do?" (1939 Revision), *Christian College Bulletin*, Vol. 88, No. 5. 1939. 86 pages.

A revision of the monograph with the same title published by Christian College in 1935 and reprinted in 1936. See No. 3045. The present revision includes a discussion of the important government positions open to women.

3798. CHRISTIAN EDUCATION MAGAZINE, "Enrollment in Junior Colleges," *Christian Education Magazine*, 30:32 (March-April 1940).

Brief report of growth of the junior college movement.

3799. CLARK, E. D., "Speech in the Junior College," *Western Speech*, 4: 27 (March 1940).

Announcement of grant for study of junior college terminal education and discussion of its implications for speech education. "This calls for a reexamination of the speech offerings in the junior college. Are these courses designed to fill the needs of terminal students? Or do we know what these needs are? . . . Until these and other questions can be answered in the affirmative the teacher of speech cannot claim that his activity is contributing much to the general education of the thousands of junior college students who do not seek the specialized knowledge of the senior college and the graduate school."

3800. COLLEGE ENGLISH, "A Junior College Investigation," *College English*, 1:631 (April 1940).

Announcement of the new junior college terminal study.

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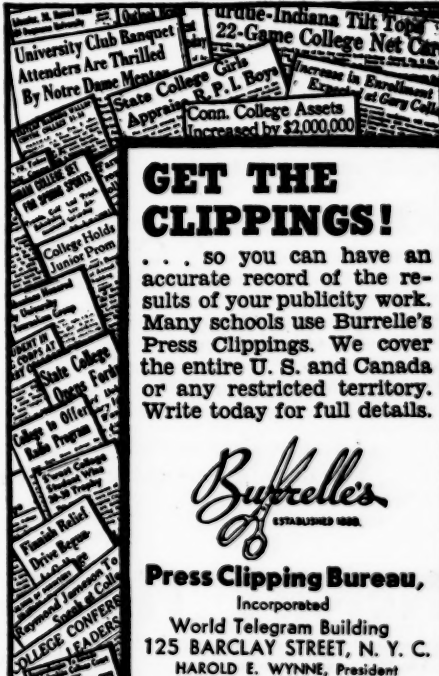
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